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ABSTRACT

This report examines the implementation of a five-day French immersion program whose goal was to expose rural secondary school students to French in cultural context, in order to develop cultural understanding and effective communication. Findings of the study show: (1) 14 percent of the program time was spent on instructional activity, 20 percent on culture, 28 percent on recreation, and 17 percent on social activities; (2) the three activities most highly rated by students were the talent night and banquet (cultural), free time, and afternoon activities (both recreational); (3) the most difficult yet useful activities were the instructional and evaluation programs and mealtimes; (4) instructional time was spent on vocabulary development, evaluation time on student discussions; (5) students felt they had made progress in their linguistic skills and that the monitors (assistants) had a positive effect on them; (6) conclusions were drawn about the immersion camp with respect to goal emphasis, learning versus leisure activities, advance preparation of students, scheduling, and monitor deployment; and (7) monitors and teachers offered a number of suggestions for future language camps. (Author/PJM)

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ROCKY MOUNTAIN HOUSE FRENCH IMMERSION CAMP: A PROCESS ANALYSIS

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PROJECT SUMMARY

Title:

Rocky Mountain House French Immersion Camp: A Process Analysis

Co-Authors:

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Purposes:

- to describe and assess the implementation process of the French Immersion Camp, and
- to generate guidelines for future language camps.

Methodology:

Five research instruments were used to collect data: the L2 (Second Language) System (McEwen, 1976) and the School Subjects Attitude Scales (Nyberg and Clarke, 1979); the Interaction Check List, the Student Questionnaire, and the Monitor and Teacher Questionnaire were developed specifically for the study.

Major Findings:

- The four major types of activities and the amount of time allotted to each were: instructional (instruction, preparation and evaluation periods) 14 per cent; cultural (cultural activities and the talent night and banquet) 20 per cent; recreational (afternoon activities and free time) 28 per cent; and social (welcome and farewell) 17 per cent. The remaining organized time was assigned to mealtimes.
- The observational results affirmed substantive differences between the two types of formal monitor-student session: vocabulary expansion during instruction and student discussion during evaluation.
- According to the School Subjects Attitude Scales, the three most highly rated activities on the evaluation scale were the talent night and banquet, free time and afternoon activities; these activities were coincidently rated the least difficult. The three activities rated the most difficult yet most useful (difficulty and usefulness scales, respectively) were the evaluation and instruction periods and mealtimes.
- The results of the Student Questionnaire indicated that students perceived they had made progress in their linguistic

skills and that the monitors had positively influenced them in their experiences at the camp.

- The monitors and teachers offered a number of suggestions for improving future language camps. These were incorporated into the guidelines.

- Conclusions were drawn about the French Immersion Camp with respect to goal emphasis, leisure versus learning activities, advance preparation of students, scheduling and monitor deployment.

- The recommendations arising from the camp related to planning, staff deployment and evaluation.

Guidelines

The guidelines proposed for planning future language camps were based on an adaptation of Stake's Model (1967) and included:

- INTENTS - rationale, goals and objectives;
- ANTECEDENTS - students, program personnel, facilities and administration;
- TRANSACTIONS - program schedule, role of participants and organization;
- OUTCOMES - framework, instrumentation and methodology.

Questions raised with respect to each component are expected to guide potential planners in developing future language camps.

The French Immersion Camp was a project undertaken by Rocky Mountain House School Division No. 15 with funding assistance provided by the Planning and Research Branch, Alberta Education and the Secretary of State, Government of Canada.

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C H A P T E R 1

PURPOSE AND METHODOLOGY

INTRODUCTION

This report examines the process employed by the Rocky Mountain School Division No. 15 in implementing a five-day French Immersion Camp for high school students in May 1979. The stated goal of the immersion camp was to expose rural secondary students to French in its cultural context in order that they develop cultural understanding and effective communication. The immersion camp, therefore, was established to provide cultural and linguistic experiences which would help students attain this goal. Analysis of the implementation process would provide pertinent information for potential application to other school jurisdictions wishing to undertake a similar endeavor.

BACKGROUND

Rocky Mountain School Division No. 15 serves a rural population whose main occupations are mixed farming and ranching. The area is predominantly English-speaking and, as in most of rural Alberta, the second language teacher is often the students' only contact with the French language and culture. Although students from this district may apply for Federal Government Second Language Bursaries, the problems of travel and summer employment prevent most students from benefiting from this program. Moreover, students not planning post-secondary education or training often do not consider summer second language programs relevant.

The need to foster increased French-language learning in the Rocky Mountain School Division was perceived by one of its teachers. This need was based on the fact that the use of French is becoming more valuable at all levels of employment in Canada. Research on second language learning suggests that students learn better in contact with the target language and culture. As classroom experiences alone were deemed insufficient for effective French-language learning, there was a need to sup-

plement regular instruction with some form of simulated experiences in the French language in its cultural context.

The two most common approaches used to enrich second language learning outside the school setting are student exchange programs and immersion programs. In the former approach, students spend a period of time in the target culture speaking and living like the people in that culture. In the latter approach, students are placed in a simulated cultural setting where they are encouraged to use the language in its cultural context. While exchange programs yield significant results in language learning and cultural understanding, only a limited number of students can usually make such trips. The immersion programs held in Alberta are conducted mainly by the larger school systems in the urban centres. The five-day French language immersion program held in Camp Caroline was the first of its kind to be conducted by a small rural school district in Alberta.

PURPOSES

The stated goal of the Rocky Mountain House French Immersion Camp was to expose rural high school students to French in its cultural context so that students would develop cultural understanding and effective communication skills. In order to attain this goal, the camp sought to provide appropriate cultural and linguistic experiences for the students. The specific purposes of the French language camp were:

- to develop positive attitudes toward the learning of French among students;
- to develop positive attitudes toward French Canadians and French Canada among students;
- to improve students' aural comprehension and oral production of French;
- to develop a model for future second language camps to assist other rural school jurisdictions in implementing a camp similar to the one held at Camp Caroline.

The purpose of this report is to examine the process employed by the Rocky Mountain School Division No. 15 in implementing the five-day camp. Specifically, the report will:

- describe and assess the implementation process of the French Immersion Camp, and
- generate guidelines for future language camps.

FRENCH IMMERSION CAMP

In accordance with the stated goal, the French Immersion Camp was established to provide cultural and linguistic experiences which would assist students in developing cultural understanding and effective communication skills.

Camp Caroline is located in a semi-isolated area, eight miles south of Caroline. The site is ideal for hiking, orienteering and nature observation. On the main floor of the building is an office area, staff quarters, kitchen, theatre, and an open lounge area containing recreational facilities, washrooms and a swimming pool. The second floor consists of sleeping accommodation and washroom facilities.

Instructional staff consisted of four local teachers and ten francophone monitors representing different regions of Canada where French is spoken. Teachers and monitors collaborated in the operation of the camp.

A typical day was organized as follows:

8:30 - 9:30	Breakfast
9:30 - 10:30	Instruction Period
10:30 - 11:00	Break
11:00 - 12:00	Preparation Period
12:00 - 1:30	Dinner
1:30 - 5:00	Afternoon Activities
5:00 - 6:00	Supper
6:00 - 7:00	Recreation Period
7:00 - 7:30	Evaluation Period
7:30 -	Social/Cultural Events

Appendix A presents a detailed description of the daily activities of the camp.

Instructional activities for each of the four teachers consisted of preparing students to take part in one of the afternoon activities: canoeing, hiking, orienteering, and tennis. Each of the activities and its prerequisite preparation period was offered three times during the week so that each student could participate in three of the four activities.

Instructional activities for monitors consisted of conducting instruction and evaluation periods. For these two sessions only, students were divided into four groups, each of which remained with the two or three monitors assigned to it for the duration of the week. During the instruction period, each group worked on vocabulary and expressions associated with the following themes: food, travel and money. During the evaluation period, each student was required to ask and answer at least two questions. Monitors assisted students with their questions and answers while the teachers assessed each student's verbalization.

In addition to instructional activities, teachers were responsible for the general organization of the camp which monitors were responsible for interacting with students.

The forty-three students (31 girls and 12 boys) participating in the French Immersion Camp came from Caroline High School and Rocky Mountain House High School.

Distribution according to grade follows:

Grade 10 - 9 students
Grade 11 - 21 students
Grade 12 - 13 students

Selection of students was carried out on a "first-come first-served" basis, with priority given to grade 12 students. Willingness and interest, rather than academic ability, were the main criteria for student selection.

METHODOLOGY

The collection and analysis of data for the evaluation of the implementation process of the one-week French language camp and the development of a set of guidelines for future French

Immersion Camps were the responsibility of a team of external evaluators from Alberta Education. This team comprised: Mr. Lalta Kunjbehari, Administrative Intern, Planning and Research Branch; Ms. Pat Klinck, Second Languages Consultant, Calgary Regional Office; and, Dr. Nelly McEwen, free-lance researcher, Second Language Services, Edmonton. The collection and analysis of data to determine the effects of the language camp on the students were the responsibility of the four teachers from Rocky Mountain School Division under the direction of Mr. Dick Baron.

The evaluators were present for the entire week of the French Immersion Camp participating in all activities. Active participation in the camp's activities provided the evaluators with firsthand impressions which complemented the data collected by means of the various research instruments employed.

The following research instruments were used to collect process data about the camp:

- L2 (Second Language) System. A system of interaction analysis designed specifically for second language instruction which represents a synthesis of affective, cognitive, procedural and substantive dimensions in which dyadic interactions between teachers and students and students and students are treated as frequency measures (McEwen, 1976). This instrument was used to collect data during the instruction and evaluation periods of the camp. Full details and results are presented in Appendix B.

- Interaction Check List. A modification of the Flanders' System of Interaction Analysis in which the recorder notes who is speaking (teacher, monitor, or student) in the structured sessions. Data generated by this instrument were used to supplement those of the L2 System. Appendix C presents the results of this analysis.

- School Subjects Attitude Scales. An instrument designed to measure students' attitudes toward school subjects (Nyberg and Clarke, 1979). The instrument, comprising twenty-four bipolars divided into categories of evaluation, usefulness and difficulty, was used to ascertain students' attitudes toward the seven major activities of the camp: mealtimes; afternoon activities; instruction,

preparation, and evaluation periods; freetime: and the talent night and banquet. The instrument was administered to the students during the week following the camp. Appendix D presents the instrument and results.

- Student Questionnaire. An instrument developed specifically for the French Immersion Camp to elicit student opinion about aspects of the camp. Teachers administered the questionnaire to students during the week following the camp. The findings of the instrument are reported in Appendix E.

- Monitor and Teacher Questionnaire. An instrument developed specifically for the French Immersion Camp to elicit participants' opinions about how to improve future language camps. The questionnaire was mailed to monitors and teachers after the conclusion of the camp. Appendix F presents the findings of the questionnaire.

CHAPTER 2

FINDINGS

FRAME OF REFERENCE

This chapter reports the findings of the investigation. The purpose of each activity is reported and a brief description is provided. Assessment of the activities was set against the stated purposes of the camp with respect to the students. Specifically, these were:

- to develop positive attitudes toward the learning of French;
- to develop positive attitudes toward French Canadians and French Canada;
- to improve students' aural comprehension and oral production of French.

The description and assessment of each activity are based on the data generated by the various instruments as well as the personal observations of the evaluators. Insights gained about the camp's strategies and the roles of the monitors resulted from an examination of the materials prepared for the camp and discussions with participating teachers and monitors. The evaluators exercised their professional judgement with respect to the merit of activities once all information was examined.

Each activity is included in this chapter. As well as the seven activities which were rated by students, the welcome to the camp, cultural activities (including the monitors' presentations, films about Quebec and folk dancing) and the farewell are discussed. A summary concludes the chapter.

WELCOME TO THE CAMP

Monitors and teachers arrived at Camp Caroline on Sunday;

students arrived Monday morning around ten by school bus. They were welcomed by songs from the monitors and teachers. The students were divided into groups of four with each group assigned to a monitor. Six students were assigned to each room for sleeping purposes.

A tour of the camp was conducted and French signs were put up labelling the various sections of the building. The teacher-coordinator gave the students a brief overview of the goals of the camp and the expectations for students. The monitors introduced themselves and told students about the part of Canada from which they came. "Icebreaker" games like "bottines" and musical chairs were played to get students into a relaxed frame of mind.

After supper everyone participated in a hayride and wiener roast at a nearby ranch. Although it rained and was very cold, everyone had an enjoyable time. The evaluators tried to become a part of the camp and participated in all activities but did not do any formal evaluation on this day.

Overall, everything that was done on Monday was successful in creating a congenial, welcoming atmosphere for the students.

CULTURAL ACTIVITIES

Purpose. Cultural activities were designed to contribute to students' understanding and enjoyment of French culture. Included were monitors' presentations (which permitted the francophone guests to introduce themselves to students and tell them a little about the area of Canada they represented), films on Quebec and folk dancing.

Description. The monitors made their presentations on Monday afternoon while the films on Quebec were shown on Tuesday night. Folk dancing took place on Wednesday night.

The monitors' presentations were prepared in detail before the camp and included slides, maps, tapes and a talk about the part of Canada each monitor came from. Three hours were spent on this activity; each monitor took approximately fifteen minutes for his presentation. Midway through this session there was a brief break outdoors for a game of "bottines". The

monitors spoke mainly about their personal lives and the town or city in which they lived.

Two films on Quebec were shown on Tuesday. These films were carefully chosen to give students insights into the way of life and culture in Quebec. After viewing the films, a discussion in English ensued on Canadian unity, especially the Quebec question. One monitor from Quebec answered questions addressed to him by the students.

Folk dancing took place on Wednesday night for two hours. Everyone participated in this exercise and apart from providing relaxation and enjoyment, it also served as a practice session for the talent night. Two monitors directed the folk dancing.

Assessment. Apart from the banquet and talent night, these were the only three activities which were directed specifically toward the purpose of developing positive attitudes to French Canadians and the French Canadian culture. These activities also contributed to aural comprehension.

The monitors had prepared a wealth of information for their presentations but did not seem to have enough time to make their presentations. Probably the monitors could have briefly introduced themselves and could have taken turns later in the week to present their detailed material. This rich material could also have been worked into other periods of the camp.

The films were excellent in their presentation of Quebec lifestyle. The discussion that followed the films dealt with the delicate question of Quebec and Canadian unity rather than the films themselves. Discussion on the film, with a view to highlighting the differences and similarities between Quebec and the rest of Canada, could have addressed the same issue in a more meaningful and amicable way. Had it not been for the timely interventions of the teacher-coordinator, the discussions could have degenerated into a quarrel. From the tone of the discussion it did not appear that much was accomplished by way of developing positive attitudes towards French Canadians and French Canada among students. Furthermore, the discussion following the Quebec films was carried on in English. A decision was made to discuss in English so that students would understand the issue better. However, this discussion broke the tempo set

in speaking French and consequently detracted from the linguistic objectives as well.

The folk dancing seemed to be appreciated in the spirit of a common understanding between the French and Canadian cultures.

MEALTIMES

Purpose. Apart from satisfying the physical need for food, mealtimes were expected to provide an immersion experience in which students would use French in a meaningful context and gain knowledge about French food and eating habits.

Description. On the first day of the camp, a booklet containing vocabulary associated with mealtimes was given to each student. This booklet was used during Monday's instruction period whose theme was eating.

During mealtimes, students sat at several round tables with two adults who helped generate discussion in French. A different student was responsible for serving the table and filling requests for food each day. While the adults rotated among the tables from meal to meal, students generally ate with their friends throughout the week.

Assessment. Students were asked to rate mealtimes according to the three scales of the School Subjects Attitude Scales (SSAS). Mealtimes were ranked third (after evaluation and instruction) on the usefulness and difficulty scales and fifth on the evaluation scale. Generally, students found mealtimes difficult, yet useful, albeit not particularly enjoyable.

Requiring students to speak only in French during mealtimes put the language in a meaningful context. While students no doubt increased their vocabulary related to eating, the language used did not go beyond the labelling stage; there was little discussion in French on food or eating habits. Although mealtimes contributed to the objectives associated with aural comprehension and oral production, they contributed little to the goal of cultural awareness and understanding.

The French vocabulary booklet for mealtimes was a good first step in preparing students for the camp, however, the stu-

dents could have had it presented to them prior to the camp, thus permitting them to familiarize themselves with the vocabulary which could then have resulted in more discussion once on site. Providing tables with a menu for each meal would have provided another means of increasing the vocabulary and making it meaningful. The round tables provided an excellent seating arrangement for conversation in French, although on a limited scale for the reasons noted.

INSTRUCTION PERIODS

Purpose. The purpose of these sessions was to expand vocabulary and expressions associated with the themes of food, travel and money.

Description. Students were divided into four groups, each of which remained with the two or three monitors assigned to it for the duration of the week. One group consisted of grade 10 students while the other three groups consisted of both grade 11 and 12 students.

According to the analysis of the verbal interaction by the L2 System, monitors spoke approximately half the time while students and non-verbal activities shared the remaining time; these distributions were essentially corroborated by the analysis of the period by the Interaction Check List. Substantive analysis of the verbal interaction revealed an emphasis on vocabulary and, to a lesser degree, discussion. Topical analysis revealed that thematic verbalization predominated, although linguistic manipulation also occurred; in one group, some cultural verbalization also took place. Functional analysis disclosed that monitor verbalization consisted primarily of providing students with information, using their ideas and praising them while the majority of student verbalization was classified as convergent, i.e., determined by the monitors. The distribution of individual student verbalization showed considerable variation among students.

Assessment. According to the SSAS, students ranked this activity second, both in usefulness and in difficulty, and fourth in enjoyment. In the questionnaire, students ranked their enjoyment of this activity fifth; it was also ranked fifth in terms of their perceptions of the amount of interaction they

had with monitors during large group (8 to 12 students) activities.

The instructional sessions contributed to improving aural comprehension and oral production at the level of increasing vocabulary. Once the vocabulary was presented, there was little connection with thematic discussion or subsequent activities. These sessions appear to have contributed very little to cultural awareness and understanding as only one of the instructional sessions had any cultural content.

A major reason stated for conducting the camp was to expose students to activities unlike those in the typical school setting. However, in this activity monitors and students were engaged in a student-teacher relationship. Note that monitors and students spoke approximately one-half and one-quarter of the time respectively while no verbalization accounted for the remaining time.

The work areas at Camp Caroline were not ideal for group work. One of the four groups occupied the enclosed theatre while the other three used the open floor area by the swimming pool. These three groups tended to disturb each other.

The original plan was to divide the students into ten groups of three or four students each. This arrangement would have permitted each monitor to work with fewer students, thereby providing each with more individual attention. However, it was later decided that there should be four groups of approximately ten students each. This limited the amount of time each student could talk; it also did not deploy the monitors effectively.

Considering the cost of the camp and the expertise of the monitors, the evaluators question the purpose and value of the instructional sessions. If, as it appears, the purpose was merely to supply vocabulary, the instructional sessions did not appear justified. Vocabulary could have been provided to students in school by the teachers prior to the camp. The monitors' time could have been used more profitably by interacting with fewer students and applying vocabulary in a less formal situation, i.e., four students and one monitor could have engaged in more meaningful conversations employing the vocabulary under instruction.

PREPARATION PERIODS

Purpose. These periods were designed to stress the vocabulary, techniques and skills necessary for the afternoon activities which consisted of canoeing, hiking, orienteering, tennis and bowling (a substitute activity in case of inclement weather).

Description. Each of the four teachers was responsible for one afternoon activity and its prerequisite preparation offered three times during the week so that each student could participate in three of the four activities. Monitors participated in the same manner as students in this activity. All groups learned a rudimentary vocabulary for the activity. To practice techniques and skills: the canoeing group used the indoor pool; the tennis group observed and discussed a videotape; the hiking group examined pictures of flora and fauna on an overhead projector; and, the orienteering group learned how to use a compass and read maps.

Assessment. According to the SSAS, the preparation period ranked fourth on the difficulty scale, 4.5 (tied rank with free time) on the usefulness scale and seventh on the evaluation scale.

The preparation periods, like the instruction periods, contributed to the objective of improving aural comprehension and, to a lesser degree, oral production only at the level of knowledge of labelling vocabulary. Expressions that show feeling while students were participating in the activities were absent. These expressions seemed essential for students to be able to talk about their enjoyment, frustrations or disappointment in the activities. These periods contributed little to the goal dealing with cultural awareness and understanding.

The evaluators felt it was difficult to teach both the vocabulary and the techniques and skills needed for some activities in the time provided. Given the constraints of time, these vocabulary and practice sessions could have been given at school prior to the camp. Since the camp was designed primarily to provide intensive linguistic and cultural experiences, activities should have been directed towards these ends which would have made maximum use of the francophone monitors who were not

involved to their fullest potential in either this period or the afternoon activities.

AFTERNOON ACTIVITIES

Purpose. The purpose of the afternoon activities was to make the camp relaxing and enjoyable and at the same time allow students to practice French and become familiar with its direct application. (In a questionnaire poll prior to the camp, students had indicated a preference for outdoor activities).

Description. The area surrounding Camp Caroline was ideal for hiking and orienteering. With its rich flora and fauna and rolling hills and valleys, the picturesque setting provided ample topics for discussion in French. There was **hiking** on Tuesday and Wednesday and **orienteering** on Tuesday, Wednesday, and Thursday. These trips lasted about three hours and were led by a teacher assisted by one or two monitors. Students used the vocabulary provided in the preparation periods to identify and discuss various objects. In orienteering a pre-set trail was followed with the aid of compasses. The size of the groups on these trips ranged between ten and fifteen students. Snacks were provided during a brief break midway on the trips.

Canoeing took place on Tuesday, Wednesday, and Thursday on the Medicine River at Markerville. The groups for canoeing comprised between twelve and fourteen students each day with one teacher and one or two monitors. The canoeing group was taken by van to Markerville and back--a trip of about forty minutes each way. Two individuals occupied each of the eight rented canoes. During this activity there was little opportunity for French conversation but during a thirty minute break there was some discussion in French using the vocabulary provided in the preparation period. The canoeing group usually returned to Camp Caroline around 5:30 p.m. each day.

Tennis was played on two courts in Rocky Mountain House--a drive of about thirty minutes each way. The group for this activity consisted of about eight each day including one teacher and one monitor. There was some talk in French during play and the break for snacks.

Bowling was held on Thursday when rain prevented hiking and tennis. A group of students, one teacher and two monitors drove to Innisfail for this activity. The trip one way took about one hour and twenty minutes. There was some talk in French during this activity.

Afternoon activities and their prerequisite preparation periods occupied approximately four hours each day from Tuesday to Thursday.

Assessment. Afternoon activities were ranked third on the evaluation scale and third in terms of least amount of difficulty (i.e., fifth most difficult); together with the talent night and banquet, they were ranked as the least useful of all activities.

Assessing the afternoon activities against the goals of the camp the following observations are made:

1. The afternoon activities contributed mainly to aural comprehension and oral production of French. In canoeing, tennis and bowling, language usage was predominantly associated with knowledge of vocabulary; in hiking and orienteering, more discussion took place--a higher level of language usage.

   Hiking and orienteering appeared to be reasonable daily activities for a second language camp but canoeing, tennis and bowling appeared less defensible. Hiking and orienteering took place close to the camp and did not require additional time for travel or expensive equipment; at the same time these activities encouraged language usage that contributed effectively to the objectives of aural comprehension and oral production. On the other hand, canoeing, tennis and bowling were more recreational and did not provide enough opportunity for students to use French; moreover, these activities required a great deal of travel time and increased the costs of the camp because of expensive equipment. Probably these activities could have been included for one afternoon only just for the fun.

2. There was little evidence of cultural content in the afternoon activities.

3. Little use was made of the expertise of the francophone monitors although they were brought in at great expense to the camp. The mere presence of the monitors at these activities did not constitute provision of a cultural context.

4. It was evident that the afternoon activities provided relaxation and enjoyment to the students. However, while relaxation and enjoyment were a necessary part of the camp, these activities should have contributed more towards the goals since they occupied fours hours daily (one hour for preparation and three hours for the activity itself) of the organized activities. In addition to the afternoon activities, leisure time (free time) was set aside for students to relax and have fun.

FREE TIME

Purpose. The purpose of free time was to allow students to relax and socialize with each other and the guest francophones. This constituted a part of the setting in which students could learn the language in its cultural context.

Description. Included under free time are the 10:30 a.m. to 11:00 a.m. breaks on Tuesday to Thursday, the 4:30 p.m. to 5:30 p.m. recreation periods on Monday to Thursday and the movies shown after 9:30 p.m. Tuesday to Thursday.

Generally, students interacted with each other and eventually formed groups along the lines of friends at school and the groups at mealtimes. Very few students remained by themselves. There were two ping pong tables, one shuffleboard and one piano in the lounge area of the camp; these were always occupied. The indoor swimming pool was used mainly during the afternoon recreation periods and by some students who did not view the films. Teachers and monitors participated in the games with students when they were not busy planning strategies for the different sessions. A few monitors made themselves available for informal discussions with students. As the week progressed, some students took naps during their free time. Students who went canoeing and to play tennis usually missed the afternoon recreation period because of the time needed for the return trip from these activities.

In the evenings after 9:30 p.m. movies were shown to those wishing to view them. Most students, teachers and monitors viewed the films; those who did not either went swimming or retired to their rooms.

Assessment. According to the SSAS free time was ranked second on the evaluation scale; it was also ranked as the second easiest (least difficult) activity. Together with the preparation period, free time ranked 4.5 on usefulness.

Free time contributed to the objectives of aural comprehension and oral production of French but little to those dealing with culture and attitudes. These periods allowed students and, to a lesser degree, teachers and monitors to relax. It should be noted that several hours of afternoon activities also provided mainly relaxation for students. Together, the free time and the afternoon activities occupied a major portion of the camp's organized time; while they did provide a relaxing atmosphere, they did not encompass the cultural milieu in which students could effectively acquire the French language and develop positive attitudes toward learning the language, French Canada, and French people.

According to the plan for the camp, monitors were expected to interact and socialize with the students in order to promote linguistic interaction, cultural understanding and positive attitudes toward French Canadians during free time. This did not happen to a large degree. In many instances, monitors were tied up in planning sessions when students were free. Furthermore, break periods were expected to be "free time" for students but "work time" for monitors. Monitors should have been involved in a more systematic way in socializing with students. The mere presence of francophone monitors at the camp did not constitute a cultural milieu.

The games and recreational facilities were inadequate for the number of students present and the set goals. The indoor swimming pool was enjoyed by all but many students did not get to play the piano or enjoy the shuffleboard or table tennis. More musical instruments and a wider variety of games would have involved more students and could have been interwoven with other sessions to achieve the goals to a greater extent. The films were inappropriate because the rate of speech and level of

vocabulary were above the students' comprehension. The films also tended to be violent and did not seem to fit into the type of atmosphere needed for a language camp.

EVALUATION PERIODS

Purpose. The purpose of the evaluation periods was to develop students' self confidence in using French to communicate and to give teachers an opportunity to assess each student's daily progress in learning the language.

Description. Students reverted to the groups they were in for the instruction periods. Each student was expected to ask and answer two questions on the day's activities. Discussion in each group was led by two of three monitors and centered mainly on the afternoon activities. Students asked and answered questions in French with the monitors supplying occasional words and phrases. The teachers recorded the frequency of mistakes and the types of sentences produced by each student.

Analysis of the verbal interaction according to the L2 System revealed that monitors spoke between 30 and 40 per cent of the time while students spoke between 40 and 50 per cent of the time; the remaining 20 per cent of the time was accounted for by non-verbal activities. Corroboration of these results was provided by the analysis of the session by the Interaction Check List. Diverging considerably from the above general interaction pattern was the final evaluation period observed on Friday in which monitors accounted for 23 per cent of the interaction, students almost 50 per cent, and non-verbal activities the remaining 27 per cent. The reader is referred to Appendix B for a discussion of this anomaly.

Substantive analysis of the evaluation periods revealed emphasis on discussion, and to a lesser degree, vocabulary indicating that the sessions were essentially conversational in nature. Whereas student verbalization tended to concentrate on vocabulary during instruction, it tended to concentrate on discussion during evaluation, indicating the purposes of these two activities were different; the instructional sessions were established to expand vocabulary whereas the evaluative sessions were established to expand opportunities for students to converse about their daily activities at the camp.

During the evaluation sessions, the "communication" classification in the TOPIC dimension coincided with the "discussion" classification in the CONTENT dimension. The remainder of the verbalization was classified as linguistic; no cultural or thematic verbalization occurred. Whereas instruction tended to emphasize thematic and, to a lesser degree, cultural vocabulary, evaluation tended to emphasize communicative discussion. Linguistic verbalization occurred during both types of sessions. Some verbalization manifested neither substantive nor topical qualities; it was strictly functional in nature.

Functional analysis revealed that teachers provided mostly information to students, used their ideas or praised them. These types of behaviors are similar to those used during the instructional sessions indicating that while differences in monitor verbalization occurred when classified according to VERBAL FUNCTIONS, they were not as apparent as differences in the CONTENT and TOPIC categories. The type of student verbalization which was emitted depended on the type of session. During the evaluative sessions, student verbalization was classified primarily as divergent, i.e., student-direct, while during the instructional sessions, the majority of student verbalization was classified as convergent. These results are consistent with those for the other two dimensions (CONTENT and THOUGHT) indicating that instructional differences occurred during the instruction and evaluation periods.

Assessment. According to the SSAS, students ranked the evaluation period as the most useful and difficult of all activities. On the evaluation scale, the activity ranked only above the preparation period. Grade 10 students found it significantly more enjoyable then either grade 11 or 12 students.

The evaluation period contributed mainly to the objectives of aural comprehension and oral production and little to the goals dealing with culture or attitudes. It did appear that students' skills and confidence in communicating in French increased over the period of a week. Data generated by the L2 System on an evaluation period held on Friday showed it to be markedly different from those observed on Tuesday and Wednesday. This marked difference was attributed to the following: the session was recorded on the last day of the camp when the students were better acquainted with one another and were more

at ease with the language; students had a more common vocabulary base as all students had participated in three activities thereby increasing conversational possibilities; three students accounted for 70 per cent of the student verbalization (they essentially held a conversation among themselves for a major part of the session).

Initially, discussion in the evaluation periods was hampered by the difficulty students encountered in asking questions in French. As asking questions in a second language is a fairly sophisticated skill, students should have been given enough practice in it prior to the camp so that they would have felt more comfortable doing so.

Despite the stated purpose of the evaluation periods, it appeared that their main function was to allow the teachers an opportunity to assess the students' daily progress in French--hence, the term "evaluation period". This objective determined the number of student groups since there were four teachers available for this task. Although monitoring student progress was important, it should have been of secondary importance to the learning aspect of the camp.

During the evaluation periods, the expertise of the francophone monitors was not fully utilized. Their role to initiate discussion could have been performed by any French teacher. Furthermore, with ten monitors and four student groups, six monitors were more or less idle. Had there been ten student groups, each with one monitor, students would have been given a greater chance to practice the French language. The teachers could have developed other procedures to monitor student progress in the ten student groups.

TALENT NIGHT AND BANQUET

Purpose. The purpose of the banquet was to provide the students with a French meal in the atmosphere of a French restaurant and to let them use French in a meaningful context; the purpose of the talent night was to give students the opportunity to put on an impromptu concert involving use of French language skills and cultural activities for the benefit of their parents.

Description. The banquet and talent night was held on Thursday evening beginning at 7:00 p.m. A seven course French meal was served by the monitors and teachers who performed the role of waiters. A menu in French was supplied for the banquet. There was more conversation in French during the banquet than during other meals.

The monitors and teachers planned the talent night on the Wednesday evening. The instruction period for Thursday morning was cancelled so that students could practice for the talent night. The main events staged were skits, games, songs and poetry. A large number of parents and younger children formed the audience. The talent night was thoroughly enjoyed by the students and their families. After the talent night the parents had an hour to interact with monitors, teachers and students. Coffee and doughnuts were provided. The parents left around 10:30 p.m. and students stayed up until 12:30 a.m. either swimming, dancing or viewing a movie.

Assessment. Of all activities, students rated the talent night and banquet as the most enjoyable and least difficult. In terms of usefulness, it was ranked least useful together with afternoon activities.

The banquet and talent night seemed to promote all the goals of the camp. The goals dealing with attitudes toward learning French and the French culture were served as the banquet provided a simulated setting of a French restaurant with its seven course meal, a menu in French, and the monitors and teachers acting as waiters. The talent night also encouraged students to participate in games, folk songs, and dances and share the French Canadian culture. While the camp was designed to develop positive attitudes towards French and the French culture, the talent night seemed to foster the same positive attitudes in the parents and siblings who attended this function. The goal dealing with aural comprehension and oral production of French was promoted because all the activities of the evening were conducted in French. The amount of French spoken by students was noticeably greater than on any other occasion during the camp. The banquet placed discussions in French in the meaningful setting of a restaurant while the talent night allowed students to speak and act in the French language.

FAREWELL

On Friday a treasure hunt highlighted the end to the camp. Four groups of students tried to locate different objects both inside and outside the building following clues provided in French. This was an enjoyable exercise and lasted two hours. Each student also collected autographs from everyone present; this seemed to underline the positive experience they were taking with them from the camp.

SYNOPSIS

The stated goal of the Rocky Mountain House French Immersion Camp was to expose rural high school students to French in its cultural context so that students would develop cultural understanding and effective communication skills. In order to attain this goal, the camp sought to provide appropriate cultural and linguistic experiences for the students. The daily structured activities which were offered to promote aural comprehension and oral production included the instruction, preparation and evaluation periods as well as the afternoon activities. Linguistic application, of course, was expected to occur in all activities; those designed to effect cultural awareness and understanding included the talent night and banquet and specific cultural activities such as the monitors' presentations, films and discussion on Quebec and folk dancing. Effective communication in a meangingful context was also expected to occur during mealtime conversation and interaction with the francophone monitors during free time. This chapter reported the extent to which each of the activities fulfilled its expectations, based on the results of the various instruments used and the perceptions of the evaluators.

CHAPTER 3

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter is divided into three sections. The first provides a summary of the purposes, methodology and findings of the study. The second draws conclusions about the camp, and the final section provides some recommendations.

SUMMARY

Purposes

The purpose of this investigation was to examine the process employed by the Rocky Mountain House School Division No. 15 in implementing a five-day French Immersion Camp for high school students in May 1979. Analysis of the implementation process would provide pertinent information for potential application to other school jurisdictions wishing to undertake a similar endeavor. Specifically, the study sought to:

- describe and assess the implementation process of the French Immersion Camp; and
- generate guidelines for future language camps.

Methodology

The evaluation of the implementation process of the one-week French Immersion Camp was the responsibility of a team of external evaluators from Alberta Education. The three evaluators were present for the entire week of the camp participating in all activities. The team's active participation in the camp's activities provided it with firsthand impressions which complemented the data collected by means of the following research instruments:

- L2 (Second Language) System was used to collect observational data about monitor-student verbal interaction during the instructional sessions of the camp;

- Interaction Check List was employed to supplement the data generated by the L2 System;

- School Subjects Attitude Scales provided an indication of the students' attitudes toward the major activities of the camp;

- Student Questionnaire was developed specifically for the camp to elicit student opinion about aspects of the camp;

- Monitor and Teacher Questionnaire was also devised expressly for the camp to elicit the participants' opinions about how to improve future language camps.

Findings

The stated goal of the Rocky Mountain House French Immersion Camp was to expose rural secondary students to French in its cultural context so that students would develop cultural understanding and effective communication skills. The camp was, therefore, established to provide appropriate cultural and linguistic experiences for the students. The specific purposes of the camp with respect to the students were:

- to develop positive attitudes toward the learning of French;

- to develop positive attitudes toward French Canadians and French Canada;

- to improve students' aural comprehension and oral production of French.

Furthermore, the Camp Caroline experience sought:

- to develop a model for future language camps to assist other rural school jurisdictions in implementing a similar camp.

In accordance with the intention of providing cultural and linguistic experiences which would assist students in developing cultural understanding and effective communication skills, Camp Caroline provided a number of activities which were essentially of four types: instructional, recreational, cultural and social. The specific activities comprising each type were:

- instructional
    - instruction periods
    - preparation periods
    - evaluation periods

- recreational
    - afternoon activities
    - free time
        - morning breaks
        - recreation periods
        - evening movies

- cultural
    - cultural activities
        - monitors' presentations
        - Quebec films and discussion
        - folk dancing
    - talent night and banquet

- social
    - welcome
    - hayride and wiener roast
    - final party
    - treasure hunt
    - farewell

Although mealtimes cannot be subsumed under any of the above classifications, this activity was also expected to promote the improvement of communication skills and cultural understanding.

Organized activities (ranging from 13 to 16 hours daily from Monday to Thursday and 6 hours on Friday) accounted for 65 hours of time during the five days of the French Immersion Camp. These hours were distributed among the major activities as follows:

Major Activities	Hours	Per Cent*
Instructional	9	14
Recreational	18	28
Cultural	13	20
Social	11	17
Mealtimes	14	22

* Total per cent = 101 due to rounding error.

The observational component of the investigation concentrated on the verbal interaction between monitors and students during instruction and evaluation periods. Observable differences between these sessions were identified by the L2 System, an observational instrument developed specifically for second language instructional settings. During the instruction periods, monitors verbalized approximately half the time while students verbalized approximately one quarter of the time; the remainder consisted of non-verbal activities. During the evaluation periods, less consistency was found; differences reflected the extent to which individual students verbalized when asking and answering questions. These results indicated that instruction periods tended to be monitor-directed whereas the evaluation periods tended to be more student-directed. Corroboration of these findings was provided by the analysis of groups using the Interaction Check List.

Differences with respect to substantive and topical classifications were also evident. While verbalization during instructional sessions tended to be associated with thematic vocabulary, during evaluative sessions it tended to be associated with communicative discussion. No verbalization was categorized as cultural or thematic during the evaluation period, however, during one of the two instructional sessions observed, some cultural verbalization occurred. In both instruction and evaluation periods, some verbalization was categorized as having neither substantive nor topical qualification. Linguistic verbalization was found in all five observed sessions.

Functional differences were also found between the two types of sessions. During instruction periods, the majority of student verbalization was classified as convergent while during evaluation periods, the majority tended to be classified as divergent. These results reflected the choice students had in the types of questions they asked during evaluation sessions, while monitors determined student verbalization during instructional sessions. Functional differences for monitors were less evident; in both types of session, the majority of monitor verbalization was classified into categories associated with "information", "use of students' ideas" and "praise". One functional difference between sessions occurred in the monitors' greater use of "verbal directions" during evaluation and their use of "questions" during instruction.

Examination of individual student verbalization revealed considerable diversity. In the final evaluation period observed, three students accounted for 70 per cent of all student verbalization. In the other four sessions which were observed, the most talkative student accounted for anywhere from two to five times as much verbalization as the least talkative student. With the elimination of extremes, however, individual student verbalization tended to be less diverse.

The observational results affirmed substantive differences between the two types of formal monitor-student session, i.e., vocabulary expansion during instruction and student discussion during evaluation. The evaluation period intended primarily as a means of assessing each student's linguistic performance, emerged as a highly useful instructional session for promoting student-to-student interaction.

The School Subject Attitude Scales (SSAS) was used to acertain students' attitudes toward the seven major activities of the camp: mealtimes; instruction, preparation and evaluation periods; afternoon activities; free time; and the talent night and banquet. Each of these activities was expected to contribute to the goals of fostering effective communication skills and cultural understanding.

According to the SSAS, the three most highly rated activities on the evaluation scale were the talent night and banquet, free time and afternoon activities; these activities were coincidently rated the least difficult. The three activities rated the most difficult yet most useful were the evaluation and instruction periods and mealtimes.

According to the results of the Student Questionnaire, students perceived that they had made progress in understanding spoken French, in enjoying speaking French and in their ability to speak French. They felt that the monitors' influence had positively affected their understanding of spoken French and their ability to speak it; students also felt that monitors had positively influenced their confidence and pleasure in speaking French. Students perceived that they had had a lot of contact with monitors during small group activities, one-to-one interactive situations, evaluation periods and afternoon activities. Activities which students perceived to be most enjoyable were the evening activities, time spent with monitors, recreational and afternoon activities. On the free response question related

to students' memories of the camp, fourteen students mentioned their rapport with monitors. In summary, students perceived that monitors had positively influenced them in their experiences at the French Immersion Camp.

The ten respondents who completed the Monitor and Teacher Questionnaire made some general comments about Camp Caroline. While the location was generally acceptable, a number of respondents found the facilities inadequate in responding to the needs of the French Immersion Camp and to the number of students involved.

With respect to organizational considerations for an immersion camp, the majority of respondents felt: that teachers and monitors should cooperate on all camp activities; that a monitor:student ratio of 1:4 was ideal; that maximum use should be made of small groups; and that students should be involved in the selection of activities.

CONCLUSIONS

To reiterate, the stated goal of the Rocky Mountain House French Immersion Camp was to expose rural secondary students to French in its cultural context so that students would develop cultural understanding and effective communication skills. The camp was, therefore, established to provide appropriate linguistic and cultural experiences so that students would improve their aural comprehension and oral production skills and develop positive attitudes toward learning French, French Canadians and French Canada.

In planning the French Immersion Camp, considerable attention was given to developing an underlying philosophy, appropriate goals and the resources needed to simulate a cultural setting so that language learning could take place in a meaningful context. Ten francophone monitors were engaged to provide a cultural component, while a number of audiovisual aids were procured to support this end. Despite the wealth of human and physical resources available, the method by which they were deployed could have been improved to attain maximum efficiency in achieving the goals of the camp.

Goal Emphasis

The camp was designed to achieve two sets of goals--linguistic and cultural--yet most of the activities emphasized lin-

guistic skills in which knowledge of labelling vocabulary predominated. Apart from the cultural activities (films on Quebec, monitors' presentations and folk dancing) and the talent night and banquet, activities did not set about addressing the cultural goal. Instruction periods and mealtimes, in particular, appeared ideal activities for pursuing the cultural aspect of the camp.

While the presence of the francophone monitors at the camp provided a cultural context, they were not fully deployed in stressing this goal. Had the cultural aspect of the camp been emphasized as strongly as the linguistic aspect, monitors could have more fully directed their energies toward this goal, especially during the instructional sessions. Furthermore, subsequent elaboration by monitors of their presentations while working with students in small groups would have provided much material emphasizing both the linguistic and cultural goals.

Leisure Versus Learning Activities

While it is recognized that time for relaxation must be provided and that activities should be enjoyable, it was felt that an inordinate proportion of time was spent on leisure activities rather than on those designed specifically to achieve the cultural and linguistic goals. A better balance between leisure and learning pursuits would have enhanced the value of the camp. Even though the camp took place outside of the school setting, it was designed to provide intensive linguistic and cultural experiences for the students. More than a quarter of all activities were recreational (afternoon activities and free time) in nature. When another eleven hours of social activities were assigned in order to facilitate students' involvement in and appreciation of the camp, fully forty-five per cent of the camp's time was devoted to leisure activities. Adding another quarter of the time allotted for mealtimes, less than thirty-five per cent of the organized activities can be considered to have been directly related to instructional or cultural undertakings.

Advance Preparation of Students

Time, a limited commodity at a one-week camp, could have been more fully and profitably utilized had students received advance instruction in vocabulary related to the activities of the camp. The vocabulary booklet for meals could have been studied prior to the camp as could the vocabulary for afternoon activities. This would not only have freed instructional time,

but it would also have provided students with useful background information to bring to the camp. One hour a day appeared insufficient to prepare students to undertake the afternoon activities: learning the necessary vocabulary, developing the prerequisite skills, as well as providing opportunity for discussion in French. Students would also have benefitted from advance instruction in questioning techniques; this would have precipitated greater discussion of daily activities during the evaluation period.

Scheduling

The daily schedule of activities required students to participate in organized activities for approximately 13 hours daily beyond which they were free to pursue leisure activities of their own choice in the evenings. Teachers and monitors, on the other hand, were responsible for organizing and supervising all compulsory and optional activities; it was not uncommon for them to work 16 to 18 hours per day. While this underlines the enthusiasm and dedication of the staff, the demanding schedule took its toll in the latter part of the week. The daily schedule of activities should have sought to provide staff with periods of rest throughout the day.

Furthermore, the camp was designed to involve students in activities which were unlike those offered in a regular school setting. However, the instruction and preparation periods tended to resemble very closely a classroom setting, the only difference being the fewer students involved. Reorganization of these activities along less formal lines by deploying monitors more effectively would have increased the potential for students to use the language.

Monitor Deployment

The ten francophone monitors, who were brought to the camp at considerable expense from across Canada to provide a cultural context for the camp, were not fully deployed to permit optimal contact with students. During instruction and evaluation periods, two or three monitors were responsible for four groups of ten to twelve students each. While this grouping was warranted for the evaluation periods as only four teachers were available to assess students' linguistic competence, it was deemed unwarranted for the instruction period as well. This deployment of monitors meant that for two hours daily, six of them were redundant. Had each monitor been responsible for four students, each student would have had greater opportunity to

participate and receive individual attention to his verbalization (refer to Figure 4, p.61).

Monitors were also expected to be available for interaction with individual students during free time. While they discharged this obligation admirably, they were often unavailable for this undertaking due to their commitments to daily planning sessions with the teachers. As previously noted, monitors were provided no official free time of their own during which they could relax.

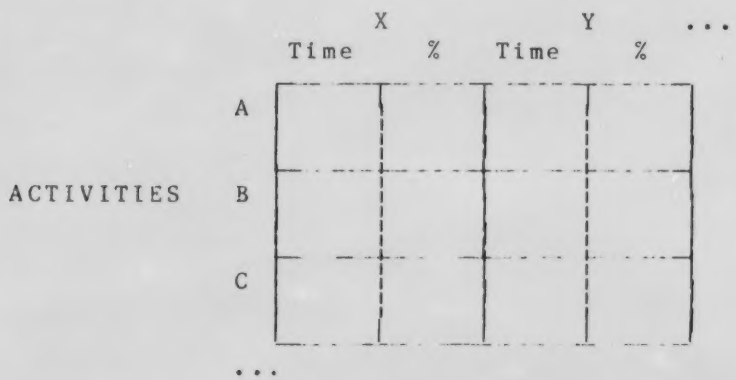
Notwithstanding the above conclusions, the Rocky Mountain House French Immersion Camp provided a successful immersion experience for students who will no doubt treasure its memory for some time to come. The four teachers and ten monitors must be commended for the dedication and enthusiasm which they demonstrated in undertaking a venture which was without precedent for small rural school jurisdictions in Alberta. That the teachers would embark upon such a demanding task attests to their strong professional commitment.

RECOMMENDATIONS

Recommendations of three major types arise from the Rocky Mountain House French Immersion Camp. These relate to planning, deployment of staff and to the evaluation of the camp.

Planning

- Prepare a detailed two-dimensional blueprint outlining the goals in relation to the activities of the camp.



• Select specific activities which are feasible given the constraints imposed by the physical facilities of the site.

• Prepare students as much as possible in advance of the camp to permit optimal benefit from the immersion experience.

Staff Deployment

• Group students to ensure maximum contact with language models, i.e., 40 students and 10 monitors, 4 students per monitor.

• Instruct staff in strategies designed to enhance the production of student verbalization.

• Provide adequate periods of rest and relaxation for staff members.

Evaluation

• Design the evaluation of the camp to permit comparison of the process component (observation) with the product component (student criterion measures). This would require:

  • early involvement of the external evaluator(s);

  • observation of all students in all types of activities to provide comprehensive data;

  • selection of valid and reliable student criterion measures (aptitude, attitude and achievement).

CHAPTER 4

GUIDELINES FOR FUTURE LANGUAGE CAMPS

OVERVIEW

These guidelines were developed from the Camp Caroline experience and the responses obtained from the Monitor and Teacher Questionnaire. Individuals interested in undertaking a language camp may find the data provided from the questionnaire informative (refer to Appendix F). These guidelines were developed to accommodate a planning model; all major activities and strategies are expected to conform to the intent of the camp, i.e., its rationale, goals and objectives.

The guidelines are viewed as a first step only; it is hoped that subsequent experiences with immersion camps will result in modifications as necessary. Furthermore, these guidelines assume that approval has been granted and the necessary funds secured. In rural Alberta, the most likely initiator of a language camp would be an interested teacher who is seen as the leader and chief planner of the camp.

Participants. All program personnel, including students and evaluators, should be involved as much as possible in the planning of the camp. If it is not possible for all personnel to be personally involved in the early stages of planning, their views should be communicated by telephone and/or letter. All program personnel must have a clear and common understanding of all aspects of the camp. Depending on the nature and degree of involvement, some orientation sessions(s) will be required prior to the camp.

Planning Model. The steps involved in planning a language camp are outlined using an adaptation of Stake's Evaluation Model (1967). The reader is referred to Appendix G for illustrative material.

The major components of the model include:

- Intents--the underlying reason(s) for the camp;
- Antecedents--the essentials to be understood and gathered prior to the camp;
- Transactions--the activities and strategies designed to accomplish the goals and objectives;
- Outcomes--realistic statements of expected changes in student performance in terms of time, activities and strategies and the stated goals and objectives.

Each of the major components of the model is discussed forthwith. Potential planners should take account of the pertinent questions raised with respect to each component.

INTENTS

Rationale

- What is the rationale for the camp? Has the camp been planned in accordance with one or more of the following:
  - some theory;
  - philosophical stance;
  - model of schooling;
  - expert opinion.
- Has the relevent literature on the selected rationale been reviewed with a view to:
  - identifying successful activities and strategies;
  - avoiding potential weaknesses and inappropriate procedures.

Goals and Objectives

- What are the goals of the camp?
  - are they consistent with the underlying rationale;
  - are they appropriate for the grade level and/or age of the students.
- What are the objectives of the camp?
  - are they consistent with the stated goals;
  - are they clearly defined;
  - are they worthwhile for the students;
  - are they appropriate for the grade level and/or age of the students;

- are they measurable.

ANTECEDENTS

Students

- Who are the target students for the camp?
    - what are their defining characteristics?
        - age/grade level;
        - interests;
        - aptitudes;
        - attitudes;
        - achievement levels.
    - what criteria govern the selection of students?
        - personal attributes;
        - constraints:
            - facilities;
            - staff.
    - what advance preparation will students require to benefit from the camp?
        - vocabulary lists;
        - grammatical structures;
        - specific skills and/or techniques.

Program Personnel

- Who are the program personnel?
    - teachers;
    - monitors;
    - evaluators;
    - support staff;
    - parents;
    - other.

- What criteria govern the selection of program personnel?
    - background:
        - academic;
        - experiential.
    - personal attributes;
    - native speaker;
    - specific skills;
    - student/adult ratio.

- What advance preparation will they require to fulfill their duties?

Facilities

- What facilities are required?
    - stated goals and objectives;
    - availability;
    - accessibility.

- How adequate are the facilities?
    - intended activities;
    - recreational facilities;
    - food;
    - sleeping accommodation;
    - lavatory.

Administration

- Have administrative arrangements been made?
    - who is the overall leader;
    - who will be responsible for:
        - discipline;
        - emergencies;
        - transportation.
    - have all arrangements for the release of program personnel been concluded?

- What criteria govern budgetary allocations?
    - major emphasis of the camp:
    - acquisition of resources:
        - human;
        - physical.

TRANSACTIONS

Program Schedule

- Is the schedule clearly defined?
    - activities;
    - strategies;
    - involvement:
        - students;
        - staff.

- Are the activities consistent with the stated goals and objectives?
    - amount of time:
        - allotted hours;
        - per cent distribution.

- emphasis:
    - linguistic;
    - cultural.
- orientation:
    - instructional;
    - recreational.
- nature:
    - compulsory;
    - optional.

- Are strategies organized and varied?
    - grouping:
        - total group;
        - large group;
        - small group;
        - one-to-one.
    - setting:
        - indoor;
        - outdoor.

- Are activities and strategies appropriate for the grade level and/or age of the students?
    - interest;
    - enjoyment;
    - usefulness;
    - flexibility;
    - accommodation to individual differences.

Role of Participants

- Are responsibilities clearly established?
    - students;
    - staff.

- Are staff functions clearly delineated?
    - job descriptions;
    - workload distribution.

Organization

- Are routines clearly defined?
    - personal comportement;
    - regulations.

- Are provisions made for reviewing and/or changing procedures?

- feedback:
    - students;
    - staff.
- logistics;
- unforeseen circumstances.

OUTCOMES

Framework

- What will be measured?
    - students:
        - attitudes;
        - achievement.
    - staff:
        - attitudes.
    - process.

- Are the outcomes to be measured consistent with the stated goals and objectives?

Instrumentation

- What assessment techniques will be used?
    - questionnaires;
    - achievement tests;
    - observation;
    - rating scales;
    - expert opinion;
    - interviews;
    - self-reporting.

- Are available assessment techniques:
    - reliable;
    - valid;
    - appropriate?

Methodology

- Who will measure the outcomes?
    - teacher(s);
    - evaluators(s).

- Do personnel have the necessary expertise to undertake measurement?
    - educational experience;
    - language competence;

    - statistical procedures.

- What research design will be adopted?
    - descriptive;
    - correlational;
    - experimental.

- How will outcomes be reported?
    - informally;
    - formally.

SYNOPSIS

This chapter has presented a planning model for use by persons wishing to undertake a language camp. The major components include the intent of the camp--its rationale and stated goals and objectives--with which all planned transactions (activities and strategies) and outcomes are expected to conform. Examining the antecedent conditions prior to the camp will permit the design of procedures based on the characteristics of the students, staff and facilities. Detailing appropriate instruments and procedures for measuring the process and product outcomes will facilitate the evaluation of the camp.

Once all data have been described, it is then possible to ascertain how congruent the observed antecendents, transactions and outcomes were with those which were intended, i.e., did what was intended to occur actually happen? Furthermore, the contingencies among variables may be examined which permit evaluation of the relationships among antecedent conditions, instructional transactions and outcomes. Subsequent judgements can then be postulated with respect to the merit of the camp.

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A P P E N D I X A

DESCRIPTION OF DAILY EVENTS

DESCRIPTION OF DAILY EVENTS

Day 1 - Monday, April 30

9:00 - 10:00	Arrival at Camp Caroline.
10:00 - 10:30	Registration and room assignment.
10:30 - 10:45	WELCOME: - discussion of activities, - outline of expectations, - introduction of teachers and guests.
10:45 - 12:30	Tour of the lodge, ice-breaker game, division into four groups: each group worked on vocabulary associated with meals and eating.
12:30 - 1:30	Dinner.
1:30 - 4:30	Activity period: - presentations by guest monitors about the areas in which they live--slides, films, and maps were used and several games were played.
4:30 - 5:30	Free time for students. Meeting for teachers and monitors.
5:30 - 6:30	Supper.
6:30 - 7:15	Student evaluation period.
7:30 - 10:30	Hayride and wiener roast.

Day 2 - Tuesday, May 1

8:30 - 9:30	Breakfast.
9:30 - 10:30	Instruction period: students were divided into four groups, each with monitors. Each group worked on vocabulary and expressions associated with travel, hotel rooms, taxi, trains, etc.
10:30 - 11:00	Break.
11:00 - 12:00	Preparation period for afternoon's activities. vocabularly, etc.
12:00 - 1:30	Dinner.
1:30 - 4:30	Activity period--the following outdoor activities were available each day: - canoeing, - tennis and bowling, - hiking, - orienteering. Students were pre-registered each day for each of the activities in which they participated. Each day they participated in a different activity.
4:30 - 5:30	Free time.
5:30 - 6:30	Supper.
6:30 - 7:15	Student evaluation period.
7:30 - 9:00	Film of Quebec--discussion about Quebec, Canada, and the West with guest francophones.
9:30 - 11:30	Movie--<u>Les Trois Mousquetaires</u>

Day 3 - Wednesday, May 2

8:30 - 9:30	Breakfast.
9:30 - 10:30	Instruction period: handling money. Students in four groups.
10:30 - 11:00	Break.
11:00 - 12:00	Preparation period for afternoon's activities, vocabulary, etc.
12:00 - 1:30	Dinner.
1:30 - 4:30	Activity period: - canoeing, - tennis and bowling, - hiking, - orienteering.
4:30 - 5:30	Free time.
5:30 - 6:30	Supper.
6:30 - 7:15	Student evaluation period.
7:30 - 9:00	Round and Square Dancing. Folk dancing preparation for Thursday program games.
9:30 - 11:30	Movie - Attention On Va Se Fâcher!

Day 4 - Thursday, May 3

8:30 - 9:30	Breakfast.
9:30 - 10:30	Instruction period: skits, drama, music and games in preparation for talent night were done instead.
10:30 - 11:00	Break.
11:00 - 12:00	Preparation period for the afternoon activities.
12:00 - 1:30	Dinner.
1:30 - 5:00	Activity period: - canoeing, - tennis and bowling, - hiking, - orienteering.
5:00 - 7:00	Preparation for banquet.
7:00 - 8:30	Formal French banquet--teachers and monitors acted as waiters.
8:30 - 10:00	Talent night: parents and friends were invited as guests.
10:00 - 1:00	Movie and final party.

Day 5 - Friday, May 4

8:30 - 9:30	Breakfast.
9:30 - 10:30	Evaluation of the camp--students, monitors and teachers completed questionnaires.
10:30 - 12:00	Treasure hunt.
12:30 - 1:30	Dinner.
1:30 - 2:15	Final student evaluation period.
2:15 - 3:00	Wrap-up, presentations, clean-up.
3:00 -	Students headed home on buses.

A P P E N D I X B

L2 (SECOND LANGUAGE) SYSTEM

MONITOR-STUDENT VERBAL INTERACTION DURING INSTRUCTIONAL SESSIONS AT THE FRENCH IMMERSION CAMP

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INTRODUCTION

This report presents the results of an examination of the verbal interaction between monitors and students during instructional sessions at the Rocky Mountain House French Immersion Camp for High School Students. The purpose of the report is to contribute to the process analysis component of the external evaluation of the camp by Alberta Education.

The L2 (Second Language) System, an observational instrument developed to reflect the unique attributes of the teaching-learning process in second language settings was used to collect the data (McEwen, 1976). Analyzing the behavioral interaction between teachers and students in instructional settings can provide some indication of the nature of teacher effectiveness (Gallagher, 1970).

FRENCH IMMERSION CAMP

The stated goal of the Rocky Mountain House French Immersion Camp was to expose rural students studying French in high school to the second language in its cultural context in order that they develop cultural understanding and effective communication. Camp Caroline was, therefore, established to provide cultural and linguistic experiences which would help students attain this goal.

Staff consisted of four local teachers and ten francophone monitors who came from different regions of Canada where French is spoken. The monitors were expected to provide the cultural context for the camp. Teachers and monitors collaborated in the operation of the camp.

A typical day was organized as follows:

8:30 - 9:30	Breakfast
9:30 - 10:30	Instruction Period
10:30 - 11:00	Break
11:00 - 12:00	Activity Preparation
12:00 - 1:30	Dinner
1:30 - 5:00	Activity Period
5:00 - 6:00	Supper
6:00 - 7:00	Recreation Period
7:00 - 7:30	Evaluation Period
7:30 -	Social/Cultural Events

Instructional activities for each of the four teachers consisted of preparing students to take part in one of the activities: canoeing, hiking, orienteering, and tennis. Each of the activities and its prerequisite preparation period was offered three times during the week so that each student could participate in three of the four activities.

Instructional activities for monitors consisted of conducting instruction and evaluation periods. For these two sessions only, students were divided into four groups, each of which remained with the two or three monitors assigned to it for the duration of the week. During the instruction period, each group worked on vocabulary and expressions associated with the following themes: food, travel and money. During the evaluation period, each student was required to ask and answer at least two questions. Monitors assisted students with their questions and answers while the teachers assessed each student's verbalization.

THE L2 SYSTEM

The L2 (Second Language) System was developed specifically to provide some indication of the multidimensional nature of teacher-student verbal interaction. Its primary goals are to preserve as much of the complexity of the teaching-learning process as is possible, and to provide a focus on the individual learner. The observational instrument was developed to reflect the unique attributes of the teaching-learning process in second language settings, while borrowing from observational schedules designed for other instructional settings.

The category system is based primarily on the work of Flanders (1970) and Taba (1964, 1966), although it also draws on the work of Brophy and Good (1969), Bloom (1956), Gallagher (1967, 1970) and the field of applied linguistics. It represents a synthesis of affective, cognitive, procedural and substantive dimensions in which dyadic interactions between both the teacher and students, and students and students, are preserved and treated as frequency measures.

The L2 System, presented in Figure 1, is based on the assumptions that 1) verbal behavior is a representative sample of total classroom behavior, 2) the majority of teacher-student verbal interactions are dyadic, and 3) the teaching-learning process cannot adequately be described by means of any single psychological factor such as affect or cognition.

In the L2 System, verbalizations are categorized each time an event occurs and/or every three seconds by means of a three-digit code in which each number in the code represents a category in each of the CONTENT (C), THOUGHT (T), and VERBAL FUNCTION (VF) dimensions. Individual students are identified by means of a standardized seating scheme which permits observa-

CONTENT*

0. No discernible content The subject matter content of the communication is not apparent. Managerial functions such as calling upon a student by name only and unspecified praise tend to fall into this category.

1. Phonology Emphasizing the phonological aspects of the language such as sounds, stress, and intonation patterns.

2. Morphology Varying one element at a time such as gender, person, number, tense, or agreement. The combination of morphemes to form words is the essential criterion required for this categorization.

3. Syntax Grouping words to form phrases, clauses, or sentences. Word order, indirect discourse, and the variation of several elements simultaneously represent some common syntactic manipulations.

4. Vocabulary Establishing the lexical items of the language. Once the item has been acquired, the emphasis then normally shifts to the manipulation of elements specified as content categories 2 or 3.

5. Discussion Communicating is the focus of this category. The major emphasis is on the actual use of the language as a means of communication where the linguistic relationships are not emphasized. Causal relationships, descriptions, résumés, personal narrative, and oral compositions fall into this category.

6. Commentary Using the specific model sentences of a given instructional unit. No variation of the sentence is required, simply its recall.

THOUGHT*

0. No discernible thought The cognitive level of the communication is not apparent. Managerial functions such as calling on students by name only and unspecified praise tend to fall into this category.

1. Knowledge Recalling specifics, universals, methods, procedures, patterns, structures, and settings. The process of remembering is the one which is emphasized. The manipulation of variable elements tend to fall into this category.

2. Comprehension Comprehending, translating, interpreting, and extrapolating the communication. Definitions of words, giving alternative examples, causal relationships, and verification of understanding tend to fall into this category.

3. Application Using general ideas, rules, procedures, or methods in concrete or particular situations. The application of what is known in response to personal questions and résumés tend to be included.

4. Higher Mental Processes Analyzing, synthesizing, and evaluating. The emphasis in this category is of the production of original language usage. Descriptions, personal narratives, evaluations, and opinions tend to fall into this category.

VERBAL FUNCTIONS*

Teacher Talk

1. Acknowledgement of Feelings Dealing with either positive or negative feelings displayed in the past, present, or future in a non-threatening manner. Feelings may be discussed, accepted, clarified or communicated.

2. Praise or Encouragement Praising and encouraging student verbalization or behavior. Jokes which are not at the expense of anyone, uh hum, etc. are included.

2r. Repetitive Praise Repeating verbatim the correct answer uttered by a student.

3. Reiteration of a Student Idea Using, interpreting, or summarizing the ideas of a student or students. The ideas are rephrased by the teacher who may use indirect discourse, affirmation, or interrogation.

3c. Clarification of a Student Idea Asking for further clarification, probing for more information, or trying to get the student to focus his idea. Teacher clarification of a student's comment or query is also included.

3x. Extension of a Student Idea Getting the student to extend or develop his idea, to draw it out, to enlarge upon his verbalization. Teacher extension of an idea may also be included if it is within the context of the student's original idea.

4. Convergent Question Asking a factual question about content or procedure with the intent that the student produce a specific, predetermined answer. It is the teacher who is the initiator of the question which is asked. The substance of the question remains within the framework of the instructional unit.

4d. Divergent Question Asking broad open questions which require the student to formulate his own ideas. The student has choice in his answer although the question precipitates teacher-formulated discussion. As the teacher makes use of the students' ideas in the discussion, move to categories 3, 3c, or 3x.

4p. Personal Question Asking a student a question about his own personal experience. The student is expected to draw upon his own life as the basis for his answer.

5. Information Giving information about content, culture, grammar, etc.

5b. Belief or Opinion Relating opinions, beliefs, or anecdotes to the students.

5c. Correction Correcting an incorrect student answer. No value judgment is made about the answer as in verbal functions 2 or 7.

5p. Procedure Presenting information about procedure. No student verbalization is anticipated. In order to elicit student verbalization, a category 4 or 6 is used.

6. Verbal Direction Giving directions, commands, or requests for verbal participation.

6b. Behavioral Direction Giving directions, commands, or requests for behavioral participation.

7. Verbal Criticism Criticizing a student's answer.

7b. Behavioral Criticism Criticizing a student's behavior.

Student Talk

8. Convergent Response Responding to the teacher about specific material the student is learning or has learned. He has little or no choice of verbalization since the answer is predictable from the question asked.

8q. Convergent Question Asking a specific question as directed by the teacher.

9. Divergent Response or Comment Responding to the teacher or initiating the communication, the student expresses his own ideas, opinions, reactions or feelings. He has considerable freedom of choice in his verbalization.

9q. Divergent Question Asking a question which the student initiates himself or for which he has the choice of selection.

9c. Student-to-student Assistance Assisting another student with his verbalization. The student has not been called upon to do so by the teacher; he does so of his own free will.

9e. Comment in English Making a comment in English which is not necessarily relevant to the classroom activity. The comment may be disruptive.

10. Non-verbal Activity Pauses, short periods of silence, laughter, and periods in which non-verbal activities occur.

*One category from each dimension is used to classify every event.

Figure 1

The L2 System

tions to be treated statistically as frequency measures of individual verbalizations. VERBAL FUNCTIONS and student identity are coded directly in the classroom, while the dimensions of CONTENT and THOUGHT are added to the categorization from the audiotapes recorded during the observational sessions.

The following example illustrates a possible coded sequence of events:

	C/4	T/1	VF/4
Professeur: Qu'est-ce que c'est?			
Elève 42: C'est une lycée.	4	1	8 - 42
Professeur: C'est un lycée.	2	1	5c
Elève 42: Oh, c'est un lycée.	2	1	8 - 42
Professeur: Très bien.	0	0	2

In this example, the teacher asks student 42 a lexical knowledge question which the student answers. The gender error which the student makes is corrected by the teacher, followed by student 42 correcting the mistake. The teacher then praises the student, although no indication is given as to whether the praise is associated with the lexical reply or the morphological correction.

The interactive aspect of teacher-student verbalization patterns is analyzed by tabulating teacher categories of each dimension for every individual student. If a teacher speaks immediately prior to a student, his verbalization is labelled solicitation, whereas if he speaks immediately after the student, his verbalization is labelled reinforcement. The verbalization which a student emits is labelled participation.

In the above illustration, the teacher's lexical knowledge question (414) is categorized as a teacher solicitation of vocabulary, knowledge, and convergent question for student 42. The teacher's morphological correction (215c) serves the dual purpose of reinforcement and solicitation since the student verbalized subsequent to the teacher's interjection. The teacher's unspecified praise (002) is classified as reinforcement.

Such sequential analysis provides some indication of the reciprocal transactions which occur between the teacher and his students. For any given period of time, each student in a class has attributed to him a frequency tabulation of the total number of times he is called upon to verbalize and is provided with teacher feedback. In addition, a frequency tabulation of the verbalization which each student produces is maintained. Comparing student participation with the solicitation and rein-

forcement associated with it permits the analysis of the effect of teacher instructional strategy with respect to student participation.

For purposes of this study, the THOUGHT dimension was replaced by a TOPIC dimension consisting of the following categories:

0 - No discernible topic
1 - Linguistics
2 - Culture
3 - Theme
4 - Communication

This substitution was effected in order to provide some indication of the types of language experiences provided to the students as the French Immersion Camp aimed at establishing cultural as well as linguistic experiences for the students. Furthermore, one of the purposes of the instructional sessions was to provide students with vocabulary and expressions associated with specific themes such as food, travel and money. Providing students with opportunities to communicate with native speakers in a structured setting was another aim of the program which necessitated some classification for such purposes.

This TOPIC dimension then provides some indication of the congruence between the intent of the program and its operationalization within the limits of the instructional sessions between monitors and students. The L2 System, modified to reflect the goals of the Immersion camp, is summarized in Figure 2.

PROCEDURE

According to the program plan, monitors were responsible for the instruction and evaluation periods. Each of the four groups of students was assigned either two or three monitors who then interacted with the students during these sessions for the entire week. Group A consisted of grade 10 students and was assigned three monitors. Groups B, C and D all contained both grade 11 and grade 12 students with Groups B and C assigned two monitors each while Group D was assigned three monitors.

While it was originally intended that each group be observed during both instructional and evaluative sessions, modifications to the program plan made this impossible. Five sessions were observed and recorded: one evaluative session each for Groups A and B, one instructional session for Group C and both evaluative and instructional sessions for Group D. Figure 3 presents a summary of the sessions held and observed.

CONTENT*	VERBAL FUNCTIONS*	
	Teacher Talk:	
0. No Discernible Content		6b. Behavioral Direction
1. Phonology	1. Acknowledgement of Feelings	7. Verbal Criticism
2. Morphology	2. Praise or Encouragement	7b. Behavioral Criticism
3. Syntax	2r. Repetitive Praise	
4. Vocabulary	3. Reiteration of a Student Idea	Student Talk:
5. Discussion	3c. Clarification of a Student Idea	
6. Commentary	3x. Extension of a Student Idea	8. Convergent Response
	4. Convergent Question	8q. Convergent Question
TOPIC*	4d. Divergent Question	9. Divergent Response or Comment
	4p. Personal Question	9q. Divergent Question
0. No Discernible Topic	5. Information	9c. Student-To-Student Assistance
1. Linguistics	5b. Belief or Opinion	9e. Comment in English
2. Culture	5c. Correction	
3. Theme	5p. Procedure	10. Non-Verbal Activity
4. Communication	6. Verbal Direction	

* One category from each dimension is used to classify every event.

Figure 2

A Summary of the Categories of the Modified L2 System

Day	Instruction	Evaluation
Monday	A , B , C , D	A , B , C , D
Tuesday	A , B , C*, D	A*, B , C , D
Wednesday	A , B , C , D*	A , B*, C , D
Thursday	none	none
Friday	none	A , B , C , D*

* observed

Figure 3

A Summary of the Sessions Held and Observed

No sessions were formally observed on Monday as many people at the camp were getting acquainted for the first time. It was felt that formal observation would have impeded this process. Both evaluative and instructional sessions were cancelled on Thursday due to the preparation for the evening's activities; no instructional session was held on Friday.

All observations were recorded in the theatre. Two microphones were placed inside the circle of monitors and students who were seated on the floor. The observer sat at the rear of the theatre, recording the interaction on audiotape as unobtrusively as possible. The recorded sessions ranged from twenty to forty-five minutes depending on the length of time each group was involved in the given activity.

VERBAL FUNCTIONS and student identity were coded at the time of observation while the CONTENT and TOPIC dimensions were added to the categorization from the audiotapes recorded during the observational sessions. The five audiotapes were analyzed during the two week period following the camp. Each audiotape was replayed as often as necessary in order to substantiate the timing sequences by means of a stop watch, confirm the accuracy of the VERBAL FUNCTIONS and the student identification codes, and add the appropriate substantive and topical categorizations. All audiotapes were subsequently verified to ensure the accuracy of the classifications.

RESULTS

Table 1 presents the per cent distribution of coded events for monitors, students and non-verbal activities. With the exception of the evaluation period for Group D, no verbal interaction occurred approximately one fifth of the time in the

Table 1

Per Cent Distribution Of Coded Events For Monitors, Students And Non-Verbal Activities

Group	Period	Monitors	Students	Non-Verbal
A	Evaluation	39.7	39.2	21.1
B	Evaluation	35.7	45.0	19.3
D	Evaluation	23.3	49.7	27.0
C	Instruction	52.8	25.4	21.8
D	Instruction	50.4	27.7	21.9

other four sessions (19.3 to 21.9 per cent). The distribution of monitor-student verbal interaction during instructional sessions was consistent with monitors speaking approximately half of the time (50.4 and 52.8 per cent) while student talk accounted for the remainder (25.4 and 27.7 per cent) of the coded events. The distribution of verbalization during evaluative sessions was divided between monitors and students in Group A (39.7 and 39.2 per cent, respectively) while in Group B the students verbalized somewhat more than the monitors (45.0 and 35.7 per cent, respectively).

The evaluation session for Group D diverges considerably from the interaction pattern of the other four sessions. Student talk accounted for approximately half of the interaction (49.7 per cent) while monitors talked approximately one quarter of the time (23.3 per cent); no verbalization occurred during the remaining 27.7 per cent. The following factors appear to have influenced these results: the session was recorded on the last day of the camp when the students were better acquainted with one another and were more at ease with the language. Moreover, students had a more common vocabulary base as all students had participated in three activities thereby increasing conversational possibilities. Futhermore, three students acounted for 70 per cent of the student verbalization; they essentially held a conversation among themselves for a major part of the session.

Table 2 presents the per cent distribution of the coded events among the CONTENT categories for monitors and students. During all sessions, the majority of both monitor and student verbalization was classified as vocabulary and discussion indicating that instructional sessions were essentially conversational in nature. During the evaluative sessions, monitors also produced considerable verbalization containing no discernible content (unspecified praise [002] and calling on students by name only [004 or 006]). Relatively little verbalization was classified as phonological or structural (morphological and syntactical) indicating minimal linguistic manipulation. Whereas student verbalization tended to concentrate on vocabulary during instruction (58.7 and 74.1 per cent), it tended to concentrate on discussion (47.0 to 71.7 per cent) during evaluation, indicating the purposes of these two activities were different; the instructional sessions were established to expand vocabulary whereas the evaluative sessions were established to expand opportunities for students to converse about their daily activities at the camp.

Table 3 presents the per cent distribution of coded events among TOPIC categories for monitors and students. For both monitors and students, the percentage of the "no discernible topic" category is identical to the "no discernible content" category in Table 2. During the evaluative sessions, the "communication" classification in the TOPIC dimension coincided with the "discussion" classification in the CONTENT dimension. The

Table 2

Per Cent Distribution Of Coded Events Among
CONTENT Categories For Monitors And Students

Group	Period		CONTENT					
			No Content	Phonology	Morphology	Syntax	Vocabulary	Discussion
A	Evaluation	Monitors	36.8	6.4	3.6	14.1	15.0	24.1
		Students	12.0	6.5	3.7	12.0	18.9	47.0
B	Evaluation	Monitors	33.0	6.7	4.3	3.8	14.8	37.3
		Students	12.9	4.9	2.3	1.5	9.8	68.6
D	Evaluation	Monitors	18.9	0.0	0.0	0.9	18.9	61.3
		Students	18.6	0.0	0.0	0.4	9.3	71.7
C	Instruction	Monitors	16.5	4.3	2.3	4.5	34.1	38.4
		Students	10.8	7.0	4.2	4.2	58.7	15.0
D	Instruction	Monitors	14.8	0.3	0.5	0.3	79.0	5.2
		Students	9.5	0.0	1.0	0.5	74.1	14.9

Table 3

Per Cent Distribution Of Coded Events Among
TOPIC Categories For Monitors And Students

Group	Period		No Topic	Linguistics	Culture	Theme	Communication
A	Evaluation	Monitors	36.8	39.1	0.0	0.0	24.1
		Students	12.0	41.5	0.0	0.0	46.5
B	Evaluation	Monitors	33.0	29.7	0.0	0.0	37.3
		Students	12.9	18.6	0.0	0.0	68.6
D	Evaluation	Monitors	18.9	19.8	0.0	0.0	61.3
		Students	18.6	8.9	0.0	0.0	72.5
C	Instruction	Monitors	16.5	25.7	25.5	23.3	9.0
		Students	10.8	36.6	10.8	37.6	4.2
D	Instruction	Monitors	14.8	7.9	0.0	72.1	5.2
		Students	9.5	15.9	0.0	59.7	14.9

remainder of the verbalization was classified as linguistic; no cultural or thematic verbalization occurred. During the instructional sessions, however, thematic verbalization was emitted by both monitors (23.3 and 72.1 per cent) and students (37.6 and 59.7 per cent) for Groups C and D, respectively. In addition, in Group C cultural verbalization was produced by both monitors and students (25.5 and 10.8 per cent, respectively). Both students and monitors produced linguistic verbalization in groups C and D.

The results for the TOPIC dimension are consistent with those for the CONTENT dimension with respect to instructional differences between type of session. Whereas instruction tended to emphasize thematic and, to a lesser degree, cultural vocabulary, evaluation tended to emphasize communicative discussion. Linguistic verbalization occurred during both types of sessions. Some verbalization manifested neither substantive nor topical qualities; it was strictly functional in nature.

Table 4 presents the per cent distribution of coded events among VERBAL FUNCTIONS for monitors and students. Whereas CONTENT and TOPIC categories are equivalent for both monitors and students, VERBAL FUNCTIONS are discrete for the two groups. Over all observed sessions, the most prevalent types of monitor verbalization were information (36.4 to 50.8 per cent), use of ideas (13.2 to 34.2 per cent) and praise (12.7 to 20.1 per cent). These results indicate that while differences in monitor verbalization occurred when classified according to VERBAL FUNCTIONS, they were not as apparent as differences in the CONTENT and TOPIC categories. The type of student verbalization which was emitted depended on the type of instructional session. During the evaluative sessions, student verbalization was classified primarily as divergent (45.7 to 80.2 per cent) while during the instructional sessions, the majority of student verbalization was classified as convergent (76.1 and 72.6 per cent). These results are consistent with those for the other two dimensions indicating that instructional differences occurred in the two types of session.

Table 5 presents the per cent distribution of individual student verbalization. In each group, the percentage of verbalization attributed to individual students varied considerably. The variation ranged from a low in Group A instruction (7.4 to 15.7 per cent) to a high in Group D evaluation (1.3 to 30.8 per cent). In the evaluative session for Group D, the three most talkative students accounted for almost 70 per cent of all student verbalization. Choral response ranged from 0.0 to 8.0 per cent. These results indicate that students did not verbalize to the same extent in any given group.

SUMMARY

Camp Caroline was established to expose rural secondary students to French in its cultural context in order that they

Table 4

Per Cent Distribution Of Coded Events Among
VERBAL FUNCTION Categories For Monitors And Students

VERBAL FUNCTIONS		Group A Evaluation	Group B Evaluation	Group D Evaluation	Group C Instruction	Group D Instruction
		MONITORS				
1	Feelings	0.0	0.5	0.0	1.1	0.5
2	Praise	17.3	19.1	15.3	8.6	13.9
2r		1.4	1.0	1.8	4.1	1.9
3		6.8	21.1	33.3	20.3	14.5
3c	Use of Ideas	5.9	5.7	0.9	3.4	1.9
3x		0.5	1.0	0.0	2.5	0.3
4		0.5	0.5	0.0	9.3	13.1
4d	Questions	0.0	0.0	0.0	0.0	0.0
4p		0.0	0.0	2.7	2.0	0.0
5		19.5	20.6	21.6	30.7	40.7
5b	Information	7.7	2.9	20.7	2.0	2.2
5c		20.5	12.9	2.7	7.2	1.1
5p		1.8	0.0	0.0	6.5	6.8
6	Directions	16.8	12.9	0.9	1.1	1.4
6b		0.5	0.0	0.0	1.0	1.6
7	Criticism	0.9	1.9	0.0	0.0	0.0
7b		0.0	0.0	0.0	0.2	0.0
		STUDENTS				
8	Convergent	47.9	29.9	19.8	75.6	72.1
8q		6.5	2.3	0.0	0.5	0.5
9		17.1	38.6	55.3	11.3	15.4
9q	Divergent	27.2	28.9	22.8	7.0	11.9
9c		0.9	0.0	1.3	1.9	0.0
9e		0.5	0.4	0.8	3.8	0.0

Table 5

Per Cent Distribution Of
Individual Student Verbalization

Student	Group A Evaluation	Group B Evaluation	Group D* Evaluation	Group C Instruction	Group D* Instruction
1	7.4	4.2	1.3	4.7	3.5
2	8.3	7.2	1.7	5.2	4.5
3	8.8	8.7	4.2	6.1	5.0
4	9.7	9.1	4.2	6.1	6.5
5	11.1	9.8	7.2	7.0	7.0
6	11.5	9.8	8.0	8.5	8.0
7	12.0	11.0	17.7	8.5	8.5
8	15.2	11.4	21.1	8.5	8.5
9	15.7	11.4	30.8	9.4	11.4
10		17.4		10.3	11.9
11				10.8	17.4
12				12.7	
Choral**	0.5	0.0	3.8	2.3	8.0

* Individual students are not comparable.
** Choral includes response by all students.

develop cultural understanding and effective communication. The French Immersion Camp sought, therefore, to provide students with appropriate linguistic and cultural experiences, among them instructional sessions conducted by francophone monitors. Formal monitor-student interaction occurred in two settings: instruction periods in which students were exposed to vocabulary associated with specific themes and evaluation periods in which each student was expected to ask and answer two questions. Students were divided into four groups, each led by two or three monitors who remained with the group for the duration of the camp.

The observational component of the external evaluation concentrated on the verbal interaction between monitors and students during the instructional sessions. Although it was intended that all four groups be observed during both instructional and evaluative sessions, modifications to the program plan permitted the observation of only two instruction periods and three evaluation periods.

The results of the study indicate that observable differences between instructional and evaluative sessions were identified by the L2 System, an observational instrument developed specifically for second language instructional settings. Verbalization was classified according to CONTENT, TOPIC and VERBAL FUNCTION dimensions in which the first two contain equivalent categories for monitors and students while functional categories are discrete for the two groups.

During instructional sessions, monitors verbalized approximately half the time while students verbalized approximately one quarter of the time; the remainder consisted of non-verbal activities. During evaluative sessions, less consistency was found; differences reflected the extent to which individual students verbalized when asking and answering questions. These results indicate that instructional sessions tended to be monitor-directed whereas evaluative sessions were more student-directed.

Differences with respect to CONTENT and TOPIC classifications were also evident. While verbalization during instructional sessions tended to be associated with thematic vocabulary, it tended to be associated with communicative discussion during evaluative sessions. No verbalization was categorized as cultural or thematic during evaluative sessions; cultural verbalization occurred during one instructional session only. In both types of session, some verbalization was categorized as having neither substantive nor topical qualification. Linguistic verbalization was found in all five observed sessions.

Functional differences were found for student verbalization during the two types of session. During instruction periods, the majority of student verbalization was classified as convergent while during evaluative sessions, the majority tended to be

classified as divergent. These results reflect the choice students had in the types of questions they asked during evaluative sessions while monitors determined student verbalization during instructional sessions. Functional differences for monitors were less evident. In both types of session the majority of monitor verbalization was classified into categories associated with "information", "use of ideas" and "praise". One functional difference in monitor verbalization between sessions occurred in the use of "questions" during instruction and "verbal directions" during evaluation.

Examination of individual student verbalization revealed considerable diversity. In the evaluation period for Group D, three students accounted for 70 per cent of all student verbalization. In the other four sessions, the most talkative student accounted for anywhere from two to five times as much verbalization as the least talkative student. With the elimination of extremes, however, individual student verbalization tended to be less diverse.

The above results affirmed substantive differences between the two types of formal monitor-student session, i.e., vocabulary expansion during instruction and student discussion during evaluation. The evaluation period, intended as a means of assessing student linguistic verbalization, emerged as a useful instructional session.

CONCLUSIONS

As it was not possible to collect data for each group in both instructional settings, the number of conclusions possible is limited. The following conclusions are tentative given the small sample of monitor-student verbal interaction during instructional sessions.

The L2 System was modified specifically for this study by substituting the TOPIC dimension for the THOUGHT dimension to permit classification of the types of activities which the French Immersion Camp provided to the students. Both instructional sessions contained thematic verbalization and all three evaluative sessions contained communicative verbalization. Linguistic verbalization occurred in all five observed sessions. Discourse associated with culture was found in one instructional session only. In general, topical verbalization associated with the two types of session was consistent with the objectives for each. While linguistic experiences were provided in both sessions, cultural experiences were not apparent during instructional sessions.

In addition to topical differences, substantive analysis revealed that instruction periods contained verbalization categorized primarily as "vocabulary" and "discussion" while evaluation periods contained verbalization categorized as

"discussion". Functional analysis revealed differences between settings with respect to student verbalization--convergent during instruction, divergent during evaluation.

The intent of the evaluation period was to provide teachers with data about students' linguistic performance. However, the session emerged as a highly useful instructional session for student-to-student interaction with monitors assisting as necessary. The three sessions observed indicated a slight increase over time in student verbalization (39.2, 45.0 and 49.7 per cent) with a concomitant decrease in monitor verbalization (39.7, 35.7 and 23.3 per cent). Examination of individual student verbalization revealed considerable diversity indicating that all students did not verbalize equally.

The decision to assign two or three monitors to four groups of ten to twelve students does not appear defensible. Dividing the students into groups of four would have resulted in ten groups each led by one monitor. In this manner each student would have had greater opportunity to participate and receive individual attention to his verbalization.

RECOMMENDATIONS

The following two recommendations relate to the deployment of monitors during instructional sessions:

1. Group students to permit optimal contact with monitors, i.e., 40 students and 10 monitors, 4 students per monitor.

2. Instruct monitors in strategies designed to enhance the production of student verbalization.

Figure 4 presents an example of the possible effects on student verbalization of <u>decreasing</u> the number of students per monitor as well as the amount of monitor verbalization.

VERBALIZATION						NUMBER OF STUDENTS	
Non-Verbal*		Monitor		Students			
%	Min.	%	Min.	%	Min.	12**	4**
20	6	50	15	30	9	.75 Min.	2.50 Min.
20	6	40	12	40	12	1.00 Min.	3.00 Min.
20	6	30	9	50	15	1.25 Min.	3.75 Min.

* invariable in this example
** assumes equality of participation for each student

Figure 4

Effects of Manipulating Students/Monitor and Per Cent Verbalization

The following recommendation relates to the organization of the evaluation:

3. Design the evaluation of the camp to permit comparison of the process component (observation) with the product component (student criterion measures). This would require:

   a) early involvement of the external evaluator(s);
   b) observation of all students in all instructional activities to provide comprehensive data;
   c) selection of valid and reliable student criterion measures (aptitude, attitude, achievement).

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A P P E N D I X C

INTERACTION CHECK LIST

INTERACTION CHECK LIST

The Interaction Check List presented, in Figure 5, was devised to provide some indication of the verbal interaction between students and adults at the French Immersion camp. It is a simple adaptation of the Flanders' System of Interaction Analysis (Flanders, 1970) verbalization categories: teacher, student, monitor, and non-verbal. The check list was used in the structured sessions (instruction and evaluation) to provide supplementary data to those generated by the L2 System (refer to Appendix B). Every three seconds the recorder would indicate the speaker. At the end of a period of observation, the frequencies were tabulated and per cent distributions calculated. Instruction and evaluation sessions were observed on Tuesday and Wednesday.

Table 6 presents the per cent distribution of coded events during the instruction periods. Monitor verbalization ranged from 48 to 59 per cent over the two days while student verbalization accounted for 20 to 27 per cent of the interaction. Non-verbal activities (such as laughter and periods of silence) accounted for from 19 to 26 per cent of the interaction. These results are remarkably consistent over groups and time indicating that during instructional sessions, monitors dominated the activity with students and non-verbal activities occurring in almost equal proportions.

Table 7 presents the per cent distribution of coded events during the evaluation periods. Monitor verbalization accounted for from 33 to 42 per cent of the interaction, student verbalization from 40 to 47 per cent of the interaction and non-verbal activities accounted for the remaining 18 to 21 per cent. During the evaluation periods, students spoke somewhat more frequently than did monitors. Non-verbal activities accounted for approximately one-fifth of all interaction.

These results are similar to those of the L2 System suggesting that the monitors interacted in a highly conforming manner with the students in terms of overall verbal distribution. During instruction, monitors accounted for the most verbalization while during evaluation, students spoke somewhat more than did the monitors. During evaluation, the overt strategy was that each student ask and answer at least two questions. Monitors assisted as necesary while teachers assessed each student's verbalization. This strategy appeared to be quite effective in generating student discourse.

| | | |

Table 6

Per Cent Distribution of Coded Events During Instruction Periods on Tuesday and Wednesday

Day	Group*	Monitors	Students	Non-Verbal
Tuesday	1	56	24	20
	2	53	23	24
	3	48	27	25
Wednesday	1	59	21	20
	2	58	23	19
	3	54	20	26

* Groups are not comparable.

Table 7

Per Cent Distribution of Coded Events During Evaluation Periods on Tuesday and Wednesday

Day	Group*	Monitors	Students	Non-Verbal
Tuesday	1	37	44	19
	2	36	43	21
	3	42	40	18
Wednesday	1	35	47	18
	2	37	44	19
	3	33	46	21

* Groups are not comparable.

A P P E N D I X D

SCHOOL SUBJECTS ATTITUDE SCALES

SCHOOL SUBJECTS ATTITUDE SCALES

DESCRIPTION

The School Subjects Attitude Scale was developed to make available an instrument for measuring students' attitudes toward school subjects (Nyberg and Clarke, 1979). Twenty-four adjective pairs were selected from a list of more than one hundred bipolar adjectives. Factor analysis revealed three scales: evaluation, usefulness and difficulty. Eight bipolar adjective pairs were adopted for each scale. Figure 6 presents the School Subjects Attitude Scales Questionnaire for the French Immersion Camp.

Five spaces between each adjective pair were available for students to rate the major activities of the camp. A five-point scale ranging from 1 (negative) to 5 (positive) was assigned to rate the activities. For each of the scales (evaluation, usefulness and difficulty) the minimum value was 8 while the maximum value was 40. For the evaluation and usefulness scales a high score means that the activity was viewed as positive and useful, respectively while for the difficulty scale, a high score means that the activity was easy (not difficult).

Each of the major activities of the camp was rated by the students. The major time periods were mealtimes, instruction (by monitors), preparation (by teachers) for afternoon activities, afternoon activities, free time, evaluation and the talent night and banquet.

RESULTS

Table 8 presents the means and standard deviations for each activity by grade level and over all students. Mealtimes were rated particularly useful by the grade 11 students ($\bar{X}$ = 39.0). The daily instruction periods in which monitors worked with students were found highly useful by the grade 11 and 12 students ($\bar{X}$ = 39.0 and 39.4, respectively). Afternoon activities, which included canoeing, hiking, orienteering and tennis were found to be particularly attractive by grade 12 students ($\bar{X}$ = 39.0). Of all activities, the evaluation periods were found most useful by grade 10 and 11 students ($\bar{X}$ = 40.0 for both groups); they were also found to be the most difficult by all grade levels ($\bar{X}$ = 22.8, 20.5, 22.5, grades 10 through 12, respectively). Of all activities, the talent night and banquet was rated most favorably by all grades ($\bar{X}$ = 38.1, 39.8, 39.4, grades 10 through 12, respectively).

Examination of the activities by all students revealed that the most enjoyable activities (evaluation scale) were the talent night and banquet ($\bar{X}$ = 39.4), free time ($\bar{X}$ = 38.2) and the afternoon activities ($\bar{X}$ = 37.7). The most useful activities

FRENCH IMMERSION CULTURAL
EXCHANGE CAMP SURVEY

Instructions: This survey is to be done anonymously which means you do not put your name on this workbook. We are interested only in what each group thinks and not the opinions of individual students. Before you answer the questions we would like you to record (✓) the following information:

1. Your grade a) 10 ___ b) 11 ___ c) 12 ___ d) other ___

2. Your sex a) male ___ b) female ___

The purpose of this assignment is to find out what you think about each of the activities you experienced during the week of the French Immersion Cultural Exchange Camp. THIS IS NOT A TEST. There are no right or wrong answers. You are simply asked to put a tick (✓) in one of the spaces provided to indicate how you feel about a particular activity.

Here is how you are to answer:

Example: Put a tick (✓) in one of the spaces provided to indicate your feelings about hockey.

If you feel you dislike hockey a bit put a tick (✓) as shown.

	very much	a bit	neither	a bit	very much	
dislike	( )	(✓)	( )	( )	( )	like

If you feel very much that hockey is useful put a tick (✓) as shown.

	very much	a bit	neither	a bit	very much	
useless	( )	( )	( )	( )	(✓)	useful

If you feel that hockey is neither hard nor easy put a tick (✓) as shown.

	very much	a bit	neither	a bit	very much	
hard	( )	( )	(✓)	( )	( )	easy

Figure 6

SCHOOL SUBJECTS ATTITUDE SCALES
QUESTIONNAIRE FOR STUDENTS

Put a tick (✓) in one of the spaces provided to indicate your feelings about mealtimes.

Similar sheets were provided for instruction period (9:30 a.m. - 10:30 a.m.), preparation for afternoon activities (11:00 a.m. - 12:00 p.m.), afternoon activities (1:30 p.m. - 5:00 p.m.) free time, evaluation period (7:00 p.m. - 7:30 p.m.), and the Talent Night and Banquet.

	very much	a bit	neither	a bit	very much	
nice	( )	( )	( )	( )	( )	awful
boring	( )	( )	( )	( )	( )	interesting
unpleasant	( )	( )	( )	( )	( )	pleasant
dislike	( )	( )	( )	( )	( )	like
bright	( )	( )	( )	( )	( )	dull
dead	( )	( )	( )	( )	( )	alive
lively	( )	( )	( )	( )	( )	listless (inactive, lazy)
exciting	( )	( )	( )	( )	( )	tiresome (makes a person feel tired)
useless	( )	( )	( )	( )	( )	useful
important	( )	( )	( )	( )	( )	unimportant
impractical	( )	( )	( )	( )	( )	practical (useful or workable)
worthless	( )	( )	( )	( )	( )	valuable
helpful	( )	( )	( )	( )	( )	unhelpful
unnecessary	( )	( )	( )	( )	( )	necessary
harmful	( )	( )	( )	( )	( )	advantageous (brings good or gain)
meaningful	( )	( )	( )	( )	( )	meaningless
hard	( )	( )	( )	( )	( )	easy
light	( )	( )	( )	( )	( )	heavy
clear	( )	( )	( )	( )	( )	confusing (mixes a person up)
complicated	( )	( )	( )	( )	( )	simple
elementary	( )	( )	( )	( )	( )	advanced (beyond the beginning level)
strange	( )	( )	( )	( )	( )	familiar
understandable	( )	( )	( )	( )	( )	puzzling (hard to understand)
undemanding	( )	( )	( )	( )	( )	rigorous (has to be exactly right)

Figure 6 (continued)

SCHOOL SUBJECTS ATTITUDE SCALES
QUESTIONNAIRE FOR STUDENTS

Table 8

Means and Standard Deviations for Major Activities by Grade Level

Period		Grade 10 (N=8) E**	U	D	Grade 11 (N=21) E	U	D	Grade 12 (N=11) E	U	D	All Students*** (N=41) E	U	D
Mealtimes	$\bar{X}$	34.4	36.6	23.9	35.1	39.0	23.1	34.8	37.3	25.6	34.9	38.1	24.0
	s	3.96	2.88	3.64	4.44	1.40	5.48	3.57	3.32	4.41	3.99	2.51	4.84
Instruction	$\bar{X}$	36.1	37.6	24.6	35.9	39.0	23.0	36.9	39.4	25.2	36.3	38.9	23.8
	s	3.64	4.10	4.81	3.63	1.75	5.37	4.32	1.12	3.55	3.75	2.28	4.80
Preparation	$\bar{X}$	32.6	35.9	24.0	33.3	37.7	27.8	30.1	37.2	25.9	32.4	37.2	26.4
	s	5.71	4.76	6.57	6.76	3.71	5.85	8.85	4.75	5.86	7.11	4.13	5.98
Activities	$\bar{X}$	35.1	34.6	25.8	38.0	37.3	28.7	39.0	37.8	28.5	37.7	37.0	28.0
	s	4.09	6.59	3.58	4.31	3.79	5.90	1.55	2.82	4.82	3.83	4.29	5.20
Free Time	$\bar{X}$	36.4	37.5	31.1	39.4	36.6	27.4	37.1	38.1	28.5	38.2	37.2	28.4
	s	4.03	2.83	6.38	1.16	4.65	5.76	4.89	1.97	5.59	3.36	3.70	5.81
Evaluation	$\bar{X}$	36.9	40.0	22.8	33.0	40.0	20.5	30.5	37.2	22.5	33.2	39.2	21.4
	s	2.80	0.00	4.20	7.38	0.22	7.91	5.59	2.93	3.45	6.51	1.92	6.21
Talent Night & Banquet	$\bar{X}$	38.1	38.3	28.1	39.8	36.7	29.1	39.6	36.8	29.9	39.4	37.0	29.0
	s	2.95	2.32	6.94	0.63	4.87	7.20	0.92	3.57	5.22	1.53	4.06	6.47

* $\bar{X}$ = Mean, s = Standard Deviation
** E = Evaluation, U = Usefulness, D = Difficulty
*** One student did not identify grade level.

(usefulness scale) were viewed to be the evaluation periods ($\overline{X}$ = 39.2), the instruction periods ($\overline{X}$ = 38.9) and mealtimes ($\overline{X}$ = 38.1). The most difficult activities (difficulty scale) were found to be the evaluation periods ($\overline{X}$ = 21.4), the instruction periods ($\overline{X}$ = 23.8) and mealtimes ($\overline{X}$ = 24.0); the easiest, i.e., least difficult, activities were viewed to be the talent night and banquet ($\overline{X}$ = 29.0), free time ($\overline{X}$ = 28.4), and the afternoon activities ($\overline{X}$ = 28.0). These results indicate that the activities rated most useful were also rated the most difficult, while the activities rated the most enjoyable were rated the least difficult.

Tables 9 through 11 present the differences between means for activities for all students. Tables 12 through 14 report the differences between means for grade levels on each of the three scales. Significance of the difference between means was calculated using the t test.

Table 9 presents the differences between means for perceptions on the evaluation scale comparing activities with one another for all students. Means ranged from a low of 32.4 for preparation to a high of 39.4 for the talent night and banquet. A number of differences were found at the 0.01 level of statistical significance. The talent night and banquet was significantly more enjoyable than all other pursuits except afternoon activities and free time. Leisure time, during which students could pursue activities of their own choice, was found to be significantly more attractive by students than evaluation, preparation and mealtimes. Afternoon activities were enjoyed significantly more than preparation, evaluation and mealtimes. Instruction was rated statistically more positively than preparation.

Table 10 presents the differences between means for student perceptions on the usefulness scale when activities were compared with one another. On this scale means ranged from a low of 37.0 for afternoon activities and the talent night and banquet to a high of 39.2 for evaluation. This considerably narrower range of mean scores produced few statistically significant differences. The evaluation period was viewed significantly more useful than preparation, afternoon activities, free time and the talent night and banquet. No other statistically significant differences were found.

Table 11 presents the differences between means for student perceptions on the difficulty scale comparing each activity with all others. Mean scores ranged from 21.4 for evaluation to 29.0 for the talent night and banquet. On this scale, the lower the score, the more difficult the activity. The evaluation period was found to be significantly more difficult than preparation, afternoon activities, free time and the talent night and banquet. Instruction was found to be significantly more difficult than afternoon activities, free time and the talent night. Mealtimes were rated significantly more difficult than afternoon activities, free time and the talent night and banquet.

Table 9

Differences Between Means For Perceptions On Evaluation Scale
Comparisons By Periods For All Students (N=41)

Period	Instruction (2)	Preparation (3)	Activities (4)	Free Time (5)	Evaluation (6)	Talent Night & Banquet (7)
Mealtimes (1)	1.4	2.5	2.8** (4>1)	3.3** (5>1)	1.7	4.5** (7>1)
Instruction (2)		3.9** (2>3)	1.4	1.9	3.1	3.1** (7>2)
Preparation (3)			5.3** (4>3)	5.8** (5>3)	0.8	7.0** (7>3)
Activities (4)				0.5	4.5** (4>6)	1.7
Free Time (5)					5.0** (5>6)	1.2
Evaluation (6)						6.2** (7>6)

** $p \leq .01$

Table 10

Differences Between Means For Perceptions On Usefulness Scale
Comparisons By Periods For All Students (N=41)

Period	Instruction (2)	Preparation (3)	Activities (4)	Free Time (5)	Evaluation (6)	Talent Night & Banquet (7)
Mealtimes (1)	0.8	0.9	1.1	0.9	1.1	1.1
Instruction (2)		1.7	1.9	1.7	0.3	1.9
Preparation (3)			0.2	0.0	2.0** (6>3)	0.2
Activities (4)				0.2	2.2** (6>4)	0.0
Free Time (5)					2.0** (6>5)	0.2
Evaluation (6)						2.2** (6>7)

** $p \leq .01$

Table 11

Differences Between Means For Perceptions On Difficulty Scale
Comparisons By Periods For All Students (N=41)

Period	Instruc-tion (2)	Prepara-tion (3)	Acti-vities (4)	Free Time (5)	Evalua-tion (6)	Talent Night & Banquet (7)
Mealtimes (1)	0.2	2.4	4.0** (4>1)	4.4** (5>1)	2.6	5.0** (7>1)
Instruction (2)		2.6	4.2** (4>2)	4.6** (5>2)	2.4	5.2** (7>2)
Preparation (3)			1.6	2.0	5.0** (3>6)	2.6
Activities (4)				0.4	6.6** (4>6)	1.0
Free Time (5)					7.0** (5>6)	0.6
Evaluation (6)						7.6** (7>6)

** $p \leq .01$

Table 12 presents the differences between means on all three scales for the grade 10 and 11 students. Three statistically significant ($p \leq .05$) differences were found: grade 10 students rated evaluation more positively than the older students who rated the free time pursuits more positively than the younger students. Grade 11 students also perceived mealtimes to be more useful than the grade 10 students.

Table 13 reports the differences between means on all three scales for the grade 10 and 12 students. Grade 12 students rated afternoon activities significantly more positively than did the grade 10 students who rated the evaluation period significantly more positively and more useful than did their older peers. The difference between groups on the difficulty of the evaluation period was negligible. These results suggest that despite a less positive attitude toward evaluation on the part of the senior students, they found it approximately equal in difficulty compared to their junior counterparts.

Table 14 presents the differences between means on all three scales for the grade 11 and 12 students. Only one statistically significant difference was found: grade 11 students rated the evaluation period significantly more useful than did the grade 12 students. It will be recalled that grade 10 students found this activity more useful than did the grade 12 students; both grade 10 and 11 students rated this activity at maximum (40.0).

The results of Tables 12 to 14 indicate few statistically significant differences in mean scores between students of different grade levels. Both grade 10 and 11 students rated the evaluation period as the most useful activity, according it a mean of its maximum score (40.0). It was found subsequently that this score differed significantly from that of the grade 12 students. While grade 10 and 11 students concurred on its utility, the grade 10 students rated it significantly more positively than did the older students (both grades 11 and 12) on the evaluation scale. The only other statistically significant differences between means for students of different grade levels involved older students preferring (indicated by a higher score on the evaluation scale) less structured activities than the grade 10 students: grade 11 students preferred free time pursuits while grade 12 students favored afternoon activities; another relatively unstructured activity, mealtimes, was found more useful by grade 11 students.

SUMMARY

The results of the School Subjects Attitude Scales Questionnaire suggest it could provide meangingful information on which to judge the various activities offered to students at the French Immersion Camp. A number of statistically significant differences ($p \leq .01$) between means were found on the evaluation scale (means ranged from 32.4 to 39.4), the usefulness

Table 12

Differences In Means For Perceptions Of Evaluation, Usefulness And Difficulty Between Grade 10 And 11 Students

Period	Evaluation	Usefulness	Difficulty
Mealtimes	0.7	2.4* (10 < 11)	0.8
Instruction	0.2	1.4	1.6
Preparation	0.7	1.8	3.8
Activities	2.9	2.7	2.9
Free Time	3.0* (10 < 11)	0.9	3.7
Evaluation	3.9* (10 > 11)	0.0	2.3
Talent Night & Banquet	1.7	1.6	1.0

* $p \leq .05$

Table 13

Differences In Means For Perceptions Of Evaluation, Usefulness And Difficulty Between Grade 10 And 12 Students

Period	Evaluation	Usefulness	Difficulty
Mealtimes	0.4	0.7	1.7
Instruction	0.8	1.8	0.6
Preparation	2.5	1.3	1.9
Activities	3.9* (10 < 12)	3.2	2.7
Free Time	0.7	0.6	2.6
Evaluation	6.4** (10 > 12)	2.8** (10 > 12)	0.3
Talent Night & Banquet	1.5	1.5	1.8

* $p \leq .05$
** $p \leq .01$

Table 14

Differences in Means for Perceptions of Evaluation, Usefulness and Difficulty Between Grade 11 and 12 Students

Period	Evaluation	Usefulness	Difficulty
Mealtimes	0.3	1.7	2.5
Instruction	1.0	0.4	2.2
Preparation	3.2	0.5	1.9
Activities	1.0	0.5	0.2
Free Time	2.3	1.5	1.1
Evaluation	2.5	2.8** (11 > 12)	2.0
Talent Night & Banquet	0.2	0.1	0.8

** $p \leq .01$

scale (means ranged from 37.0 to 39.2) and on the difficulty scale (means ranged from 21.4 to 29.0), when activities were compared with one another by all students (N = 41). Few statistically significant differences were found between students of the three grade levels, suggesting that as a group, students could profit in a similar fashion from the various activities. Except for the instruction and evaluation periods, during which students were assigned consistently to one of four groups (one for grade 10 students, three for grade 11 and 12 students combined), students were free to choose in which activity they would participate.

The three activities which were rated most positively by all students on the evaluation scale were the talent night and banquet, free time and afternoon activities. These three activities were also the most highly rated by each grade level with the exception of the grade 10 students who ranked evaluation second; for this group afternoon activities were rated in such a manner as to assign this period a rank of 5, after free time and instruction, in third and fourth places respectively. On the usefulness scale, the three most highly rated activities by all students were evaluation, instruction and mealtimes. A similar rating was found for grade 11 students while grade 10 students found the talent night and banquet the second most useful activity after evaluation; instruction ranked third. The grade 12 students ranked instruction as most useful, followed by free time and afternoon activities; evaluation for this group ranked together with mealtimes and preparation periods after the talent night and banquet. On the difficulty scale, the three most difficult activities rated by all students were evaluation, instruction and mealtimes. This finding was consistent for grade 11 and 12 students; grade 10 students found the preparation period more difficult than instruction which ranked fourth in terms of difficulty. For all students combined, the three least difficult activities were the talent night and banquet, free time and afternoon activities. Grade 10 and 12 students also ranked these as the three least difficult while grade 11 students found the preparation period somewhat less difficult than free time.

Analysis of the above rankings indicates that the three most highly rated activities--the talent night and banquet, free time and afternoon activities--were the least difficult while the three most useful activities--evaluation, instruction and mealtimes--were the most difficult. With the exceptions noted earlier, this applied to grade level analysis as well as analysis of the total group. Of all activities rated, the preparation period (in which students were provided with instruction by the teachers to prepare them for participation in the afternoon activities) was the only one not ranked among the top three as most positive, useful, difficult or easy. It should be noted, however, that all activities were rated by the group at or above 32 (equal to an average of 4 out of 5 possible points) on the evaluation and useful scales; on the difficulty scale the mean scores ranged between 21.4 to 29.0 (equal to an average of anywhere from 2 to 4 out of 5 possible points).

A P P E N D I X E

STUDENT QUESTIONNAIRE

STUDENT QUESTIONNAIRE

This questionnaire was developed specifically for the French Immersion Camp to elicit students' opinions about the camp. Thirty-nine students completed the questionnaire. In order to make discussion of the findings as meaningful as possible, the questions have been included in the text rather than as a separate addendum.

DESCRIPTION

The eight item instrument appeared to measure four aspects of the Immersion Camp process for French language learning. Questionnaire items 1, 2 and 3 assessed student perceptions of their progress at camp in terms of desired and actual outcomes in the French language knowledge and skills area. Items 4.1 and 4.2 examined the quality and impact of the student and monitor interaction at camp. Items 5 and 6 measured student affective perceptions of the language experience in terms of satisfaction and memories. Satisfaction perhaps measures affective quality and memories could measure affective impact of the camp immersion experience. Item 7 solicited statements of desired changes for the camp which could measure the students' critical perceptions of the immersion process effectiveness and camp organization. Item 8 invited other comments which students might wish to make.

RESULTS

Frequency data are reported for each category (0 to 4) for all items. An average rating was calculated by multiplying the frequency of response by the value of each category, then dividing the sum by the number of respondents. This procedure permitted comparison of group means for different sets of information.

1. Student perceptions of amount of progress in French language knowledge and skills. The students found a lot of progress was made in their enjoyment and speaking of French. Some progress was made in understanding French speaking people better and in increasing awareness of the French areas of Canada (see Table 15).

2. Student perceptions of the importance of French language knowledge and skills. The students' perceived understanding of spoken French, conversing and interacting with others in French and acquiring confidence in speaking French as the most important language skills developed in a French Immersion Camp. Pleasure in speaking French and the ability to speak French were thought by students to be of some importance (see Table 16).

Table 15

Amount of Progress (Assesses Perceptions of Process Effectiveness)

ITEM 1	Frequency of Response (N = 39)						Average* (Mean) Rating	Rank
	A Lot	Some	A Little	None	Don't Know	No Response		
Weighting of Responses	4	3	2	1	0	-		
1 a) Speaking French	31	8	0	0	0		3.81	2
b) Enjoyment	33	6	0	0	0		3.85	1
c) Understanding	19	18	0	0	0	2	3.51	3
d) Awareness	13	26	0	0	0		3.33	4

* Maximum (Mean) Rating per category of response: A Lot, 4.0; Some, 3.0; Little, 2.0; None, 1.0.

Continuum:

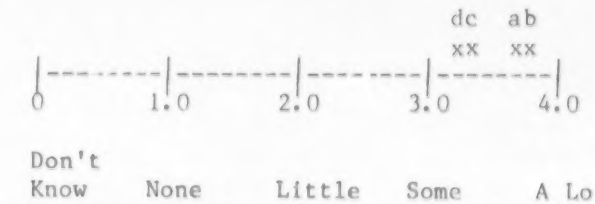

Table 16

Importance of Knowledge Areas (Assesses Perceptions of Desired Outcomes of Process [or Skills From Process])

ITEM 2	Frequency of Response (N = 39)					Average* (Mean) Rating	Rank
	Much Importance	Some	A Little	None	Don't Know		
Weighting of Responses	4	3	2	1	0		
2 a) Understanding spoken French	30	9	0	0	0	3.77	1
b) Ability to speak French	29	10	0	0	0	3.74	2
c) Confidence in speaking French	26	13	0	0	0	3.66	4
d) Pleasure in speaking French	20	19	0	0	0	3.52	5
e) Conversing and interacting with others in French	27	19	0	.0	0	3.69	3

* Maximum (Mean) Rating for each category of response: Much Importance, 4.0; Some, 3.0; Little, 2.0; None, 1.0.

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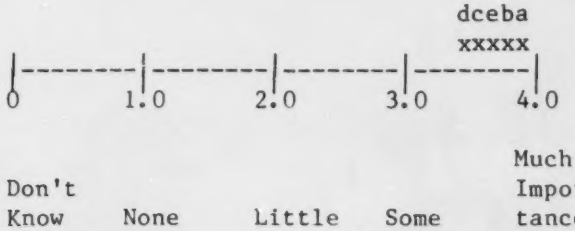

3. Student perceptions of actual progress in important French language knowledge and skills. Student-ranked frequency of responses indicate that actual progress in four out of five areas of French language learning at the camp were between "Some Progress" to "A Lot of Progress" (see Table 17). Some progress was made in increased confidence in speaking French (ranked 5th). Most progress was in understanding spoken French (ranked 1st) and the least progress was in increased confidence. In contrast to the finding in item 2, that increased confidence was one of the most desirable outcomes for the students, it appears to be the least met outcome in terms of actual student progress at camp.

4.1. Student perceptions of amount of student-monitor interaction. A reasonable amount to "A Lot" of student-monitor interaction occurred at camp in: small-group activities (ranked 1st); one-to-one activities (ranked 2nd); evaluation time (ranked 3rd); and in afternoon activities (ranked 4th).

Some student-monitor interaction occurred in: large group activities; whole group activities; evening activities; and during recreation time (ranked 8th or lowest [see Table 18]).

4.2. Student perceptions of influence of student-monitor interaction. Student responses indicated that they thought a very positive influence of the student-monitor interaction occurred in their understanding of spoken French and in their ability to speak French. The students indicated that the interaction had a "Positive" influence upon their confidence in speaking French and upon their pleasure in speaking French.

The students as a group "Didn't Know" if their knowledge about French areas of Canada or if their understanding of the Quebec situation had been influenced by the student-monitor interaction at camp (see Table 19).

5. Student perceptions of activity enjoyment (satisfaction) at camp. Students perceived that they had "A Lot" of enjoyment out of: the evening activities (ranked 1st); time with a French monitor (ranked 2nd); afternoon activities and recreation time (eacn ranked 3.5); free time (ranked 5th) and classes with French monitors (6th).

The students had some enjoyment out of preparation for afternoons (ranked 7th) and "Little" enjoyment out of evaluation periods (ranked 8th. Table 20).

SUMMARY

The use of average (mean) ratings for ranking the response data enabled a comparison of group means to be made across dif-

Table 17

Student Progress in Desired Knowledge Areas (Assesses Perceived Actual Progress in Desired Outcomes [Skills] of Process)

ITEM 3	Frequency of Response (N = 39)					Average* (Mean) Rating	Rank
	A Lot	Some	A Little	None	Don't Know		
Weighting of Responses	4	3	2	1	0		
3 a) Understanding spoken French	27	12	0	0	0	3.69	1
b) Ability to speak French	20	19	0	0	0	3.52	3
c) Confidence in speaking French	18	17	4	0	0	3.15	5
d) Pleasure in speaking French	24	12	3	0	0	3.54	2
e) Conversing and interacting with others in French	19	16	4	0	0	3.39	4

* Maximum (Mean) Rating for each category of response: A Lot, 4.0; Some, 3.0; Little, 2.0; None, 1.0.

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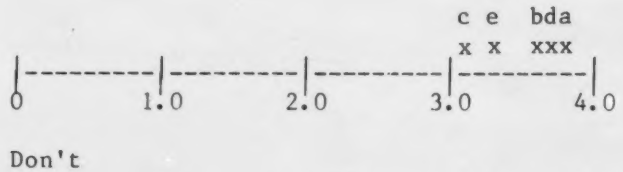

Table 18

Student-Monitor Interaction (Assesses Perceptions of Actual Interaction Effectiveness)

ITEM 4.1	Frequency of Response (N = 39)					Average* (Mean) Rating	Rank
	A Lot	Some	A Little	None	Don't Know		
Weighting of Responses	4	3	2	1	0		
4.1 a) Whole group activities	10	18	10	1	0	2.95	6.5
b) Large group activities (8-12)	9	27	3	0	0	3.15	5
c) Small group activities (3-5)	31	8	0	0	0	3.79	1
d) One-to-one	30	8	1	0	0	3.75	2
e) Recreation time	9	18	9	3	0	2.85	8
f) Evaluation time	20	19	0	0	0	3.51	3
g) Evening activities	10	19	8	2	0	2.95	6.5
h) Afternoon activities	19	19	1	0	0	3.46	4

* Maximum (Mean) Ratings for each category of response: A Lot, 4.0; Some, 3.0; Little, 2.0; None, 1.0.

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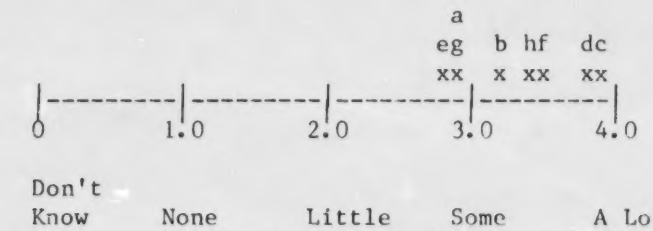

Table 19

Influence of Student-Monitor Interaction on Students
(Assesses Perceptions of Interaction Impact)

ITEM 4.2	Frequency of Responses (N = 39)					Average* (Mean) Rating	Rank
	Very Positive	Positive	None	Somewhat Negative	Don't Know		
Weighting of Responses	+4	+3	1	-2	0		
4.2 a) Understanding spoken French	30	9	0	0	0	3.95	1
b) Ability to speak	20	19	0	0	0	3.52	2
c) Confidence in speaking	10	29	0	0	0	3.26	3
d) Pleasure in speaking	9	30	0	0	0	3.23	4
e) Knowledge about French areas of Canada	12	9	8	6	4	1.82	5
f) Understanding the Quebec situation	9	13	6	7	4	1.72	6

* Maximum (Mean) Ratings for each category of response: Very Positive, 4.0; Positive, 3.0; None, 1.0; Somewhat Negative, -2. Some equivalent categories understood as collapsed.

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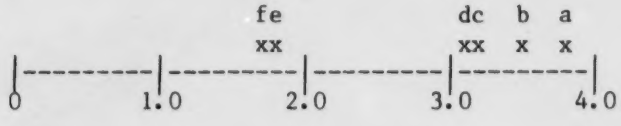

Table 20

Enjoyment of Camp Activities (Assesses Perceptions of Activity Satisiaction for Students)

ITEM 5	Frequency of Response (N = 39)					Average* (Mean) Rating	Rank
	A Lot	Some	A Little	None	Don't Know		
Weighting of Responses	4	3	2	1	0		
5 a) Classes in French with monitors	22	9	8	0	0	3.36	6
b) Preparation for afternoons	9	22	7	1	0	3.00	7
c) Afternoon activities	30	7	2	0	0	3.72	3.5
d) Evaluation period	9	13	13	4	0	2.69	8
e) Recreation time	29	9	1	0	0	3.72	3.5
f) Evening activities	31	8	0	0	0	3.79	1
g) Free time	24	13	2	0	0	3.56	5
h) Time with French monitor	29	10	0	0	0	3.75	2

* Maximum (Mean) Ratings for response categories: A Lot, 4.0; Some, 3.0; A Little, 2.0; None, 1.0; No Opinion, 0. Some equivalent categories understood as collapsed.

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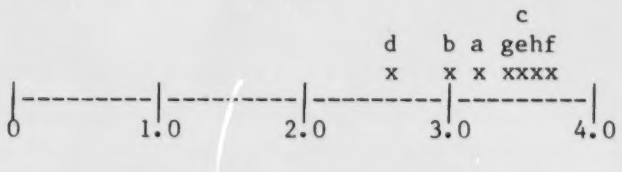


ferent measures of Immersion Camp outcomes (see Table 21). The response means for questionnaire items 1, 2, 3 and 4.2 were contrasted as they referred to similar items being measured.

The major findings were that: the students thought the influence of the student-monitor interaction (the highest mean of 3.95) at Camp Caroline had the greatest effect on their understanding of spoken French; the understanding of spoken French was viewed by the students as being of greatest importance of expected Camp outcomes or objectives (with a highest mean of 3.77). However, the student views of their actual progress in the understanding of spoken French at Camp (as measured in items 1 and 3) were not consistent. Progress estimates were next to lowest in item 1 responses (3.51) and highest in item 3 (3.69). The marked difference in the group means for progress in understanding French could be the order of self-report responses to the questionnaire. Questionnaire item 1 asked students for a cold response as they saw it. Then an expansion of descriptions occurred in item 2 as to the importance of the objectives responded to in item 1.

Immediately following the student ratings of importance of Camp Caroline objectives was a second round of ratings by students as to their perceptions of their actual progress in the camp's French Language objectives. The means on all questions in item 3 were different from those in item 1. The effect of the questionnaire structure appeared to be to lead the respondents.

Awarenesses of the French fact in Canada, or awareness of issues involving Quebec were not suitably measured in the student questionnaire. Items 1 and 4.2 provided response categories for this awareness but questionnaire item 2 (importance of outcomes or objectives) and item 3 (actual progress towards outcomes in 2) did not list this objective. Consequently, no perception by students was recorded for their awareness of this cross-cultural or bilingual objective of the Camp or for their second report of actual progress towards this objective. In item 1, the students perceived "some" progress in this area (3.33) and in item 4.2 they perceived "little" influence by their student-monitor interaction in this area (1.82 and 1.72). Both sets of group means were the lowest ratings for this objective for the group tested.

Enjoyment of speaking French was viewed by students as possibly the second area of importance and achievement they obtained from Camp Caroline. The student-monitor interaction had some influence. The achievement of enjoyment in French was rated "A Lot" on progress item 1.

Items 6, 7 and 8 were open-ended questions. The number of students who addressed each issue are indicated in descending order of frequency.

Table 21

Comparison of Group Means Across Different Measures of Camp Outcomes

Outcomes Measured	Table 15	Table 16	Table 17	Table 18
	Amount of Progress	Importance of Outcomes	Amount of Progress In Table 16 Outcomes	Influence of Student-Monitor Interaction on Outcomes
Speaking and interacting in French	a) 3.81	e) 3.69	e) 3.39	N/A
Ability--Confidence in speaking	N/A	b) 3.74	b) 3.52	b) 3.52
	N/A	c) 3.66	c) 3.15	c) 3.26
Enjoyment	b) 3.85	d) 3.52	d) 3.54	d) 3.23
Understanding of spoken French	c) 3.51	a) 3.77	a) 3.69	a) 3.95
Awareness of French fact in Canada and Quebec	d) 3.33	N/A	N/A	e) 1.82 f) 1.72

* Means from: 0 to 1.0 indicate no impact or effect from camp.
1.0 to 2.0 indicate none to little impact from camp.
2.0 to 3.0 indicate little to some impact from camp.
3.0 to 4.0 indicate some to a lot of impact.

6. Student perceptions of memories to be taken from camp experience.

- rapport with monitors	n = 14
- good friends (new)	n = 11
- learned (worked) a lot	n = 9
- better attitude toward French Canadians resulted	n = 8
- feeling of happiness, fun	n = 7
- no classroom atmosphere: new learning experience	n = 5
- confidence in speaking French	n = 3
- a French meal	n = 2
- discussion about Quebec	n = 1
- Mr. Baron's work	n = 1

7. Student perceptions of desired changes for a French Immersion Camp. (All items refer to camp organization or structuring).

- some Quebec students included	n = 13
- longer camp	n = 9
- more free time	n = 5
- poor food	n = 5
- more time with monitors	n = 5
- more activities	n = 4
- dislike chaperone's role (more trust to students)	n = 3
- more French taught	n = 3
- monitor in each room to ensure French is spoken	n = 3
- evaluation made them feel like a guinea pig	n = 3
- less instruction	n = 2
- bigger role for teachers	n = 1
- timing in school year--too close to exams	n = 1
- more time in groups	n = 1

8. Other student perceptions.

- annual camp	n = 5
- desire to see more camps	n = 4
- good organization	n = 4
- feeling of improvement in French	n = 2
- different (e.g., new location) camp	n = 1
- desire to go to Quebec	n = 1

A P P E N D I X F

MONITOR AND TEACHER QUESTIONNAIRE

MONITOR AND TEACHER QUESTIONNAIRE

This questionnaire was developed specifically for the French Immersion camp to obtain perceptions from participants towards the various activities at Camp Caroline; the perceptions of monitors and teachers would be useful in developing a set of guidelines to assist in planning and implementing future French Immersion Camps.

Ten monitors and teachers completed the questionnaire. In order to make discussion of the findings as meaningful as possible, the questions have been included in the text rather than as a separate addendum. Findings have been grouped according to the following: students, camp facilities, personnel, planning and evaluation, program organization and simulating French culture.

STUDENTS

1. Ideal number of students for a French Immersion Camp. Responses as to the ideal number of students for a camp ranged from 25 to 50. The medial ideal number for half the respondents could be viewed as 40, depending on the pupil: monitor/teacher ratio and duration of the camp. About half the respondents addressed the ideal number in terms of student to monitor or teacher ratio.

2. Consideration of grade-level of students involved in same language activities at camp. The majority of respondents felt that students of varying grade levels could be involved effectively in the same language activities at camp (n = 6), but most respondents qualified their answers (n = 8). The respondents favoring involvement from any level in the same activities argued that students learn from each other and that learning transfers within groups and rates of gain are highly individualized. Those who qualified their responses or were openly against open-entry of students to same language activities argued on the basis of age and interest differences across the grades and on the basis of differences in ability. There was approximately an equal split in responses for and against the idea of entry to camp on the basis of identical years of French study by the students.

3. Level of French for students at entry to obtain most benefit from French Immersion Camp. Responses were split over five types of levels of French. No single level received a majority of responses. The largest sub-group of respondents favored an entry level to camp of students having two years of French studies (n = 4). The next largest sub-group felt that no particular level of French instruction for entry to camp would be required to obtain most

benefit (n = 3). Two respondents favored three years of prior study. Two respondents felt prior instruction was necessary before conversing was useful and two respondents felt immersion through conversing was essential to obtaining maximum benefit from camp regardless of prior exposure.

4. Selection of students for French Immersion Camp. All ten respondents indicated that motivation and interest in learning another language should be the primary criteria for selection of students to attend a French Immersion Camp. Qualifications by the respondents addressed three concerns: favoring ability or aptitude for language learning (n = 3), ability to relate well in a group (n = 2), and to have students at approximately the same level on entry to the camp (n = 2).

5. Usefulness of providing details of student's individual weaknesses to French monitors and teachers at the camp. Half of the respondents indicated that there was no need for this information (n = 5). Some indicated this information could be useful (n = 4) and one indicated that detailed records should be available on request. Commentary from respondents indicated that a professional could diagnose quickly from the functional language level students displayed at camp and that a monitor articulate in French could also observe language skill deficiencies at a functional level. The other group seemed to argue that profiled information would lead to more efficient interaction and would change unreasonable expectations as to performance that could be expected because of the variety of student levels on entry. Responses showed that the group was fairly evenly split on this item.

CAMP FACILITIES

6. Nature of camp facilities.

a) Location and camp surroundings. Four persons indicated they desired immersion in a French setting in isolation from media or distracting activities. Three indicated that Camp Caroline was ideal. Two indicated that any natural living situation was favored and one respondent felt Camp Caroline was too far from organized recreational activities.

b) Recreational facilities. Seven persons indicated that recreational facilities for the activities planned were rather limited at Camp Caroline. Three respondents indicated that planning activities under existing constraints could improve the program. One respondent thought the facilities were fair and one thought they were excellent.

c) Sleeping accommodation. All comments were split over four or five aspects of the Camp Caroline facility, organization, and supervision. Three respondents indicated a need to limit the number of beds per room and to separate sleeping quarters for boys and girls. Two respondents desired separate quarters and washrooms for monitors and teachers. Two respondents were against separation of sleeping quarters for camp leaders. One respondent thought the accommodation was good, and one thought it was excellent. Hygienic and disciplinary considerations were mentioned.

d) Classroom and work space. The respondents all addressed the issue of re-allocating current space at Camp Caroline. Half of the respondents recognized the current space limitations at Camp Caroline and suggested that three or four large and small meeting spaces, indoor and outdoors, could be arranged informally and current limitations could be overcome. The implication was strong that better planning of the uses of the facility would have improved daily activity flow.

e) Food. Eight respondents expressed dissatisfaction. Two respondents thought the food was excellent. Two respondents mentioned food shortages. Four respondents indicated a perceived need for dietary planning and one person felt that an excellent opportunity for language learning was missed because students were not involved in their own meal preparation.

f) Camp staff. Half of the respondents felt the camp staff needed improving. Two felt the staff should be French-speaking. One felt they should be cooperative and two respondents made no comment.

g) Other considerations. Seven persons made no comment to this item. One respondent indicated that toilet and shower facilities should limit the size of the camp. One respondent argued that a camp should provide all inside and outside recreations in season while another indicated that any camp is better than none at all and that personnel should make the best use of what is available.

PERSONNEL

7. Monitor to student ratio. A majority of respondents indicated that a 1:4 or lower ratio of monitor to students was desirable. Two respondents favored 1:5 and one respondent favored 1:6.

8. Monitor to teacher ratio. A majority of respondents indicated that a 3:1 ratio of monitors to teachers was desirable. Four respondents objected to the phrasing of the question because they felt the monitor/teacher roles should not be formally drawn and that the ratio should provide for some monitor and teacher relief periods.

9. Honorarium for a French monitor. Six persons indicated that $200 a week was certainly a minimum consideration. Three were undecided. Some thought a professional teaching salary equivalent was a proper basis for consideration.

10. Qualifications and role requirements of monitors. Table 22 ranks the frequency of responses to seven items on the importance of qualifications and role requirements of French monitors at a French Immersion Camp. A five-point rating scale was used. Average mean ratings for the whole group were calculated and ranked.

The findings from the ranked frequencies of response indicated that three qualifications and role requirements for French monitors were thought to be important:

f) French monitors and French teachers should work together in all activities (instructional and non-instructional) at camp.

c) French monitors should have a thorough knowledge of French culture, especially in the Canadian context.

b) French should be the first language of French monitors.

Basically, item f) is an organizational role requirement and items c) and b) are background qualifications for the monitors rather than being training qualifications.

The second finding was that items ranked fourth to seventh were thought to be "Somewhat Unimportant" to "Unimportant" qualifications and role requirements for French monitors. These items were:

g) French monitors and French teachers should have experience working with youths in summer camps and sports programs.

a) French monitors should be teachers trained to teach French as a second language.

d) French monitors should only be involved in non-instructional activities to allow students to hear French and understand French culture.

e) French teachers should handle all the instructional activities at camp.

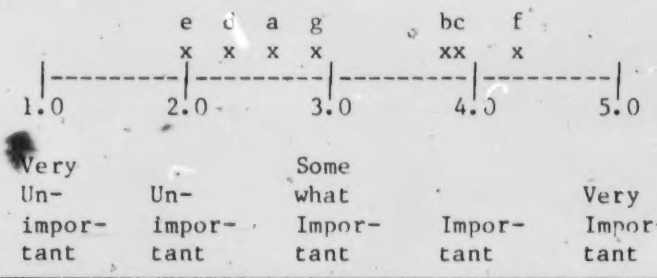
Table 22

Monitors' and Teachers' Responses to Seven Items on Qualifications and Role of Monitors

ITEM 10	Frequency of Response (N = 10)					Average* (Mean) Rating	Rank
	Very Important	Important	Somewhat Important	Unimportant	Very Unimportant		
Weighting of Responses	5	4	3	2	1		
10 a) Training in French as second language	1	0	6	1	2	2.7	5
b) French as first language	3	4	0	3	0	3.7	3
c) Knowledge of Canadian French cultural context	3	4	2	1	0	3.9	2
d) French monitors handle only non-instructional activities at camp	1	0	1	6	2	2.2	6
e) French teachers handle all instructional activities at camp	0	0	3	4	3	2.0	7
f) Cooperation of monitors & teachers on all camp activities	7	1	1	1	0	4.4	1
g) Have previous experiences in youth camps & sports activities	0	4	3	1	2	2.9	4

* Maximum (Mean) Rating of each response category: Very Important, 5.0; Important, 4.0; Somewhat Important, 3.0; Unimportant, 2.0; Very Unimportant, 1.0.

Continuum:



Item g) was an experience qualification and item a) was a training qualification. Items d) and e) were organizational role requirements which are opposite to item f). If item f) was the item of first importance to the group, then items d) and e) could be predicted to be the items of least importance.

PLANNING AND EVALUATION

11. Nature of involvement of French monitors/French teachers in the planning phase for decision-making. Seven persons indicated a desire for involvement in the planning phase of the camp program in the areas of camp aims and goals, camp activities, and daily planning. Two respondents each commented on involvement in the choice of site and in the nature of evaluation. Single comments were made regarding accommodation, discipline, staffing, and choice of activities.

12. Length of orientation required. Half the respondents indicated the desirability of two or three day orientations on site prior to the beginning of camp. Four respondents favored a one-day orientation on site with provision for input to planning through the mail prior to the orientation. One respondent favored mail contact through the planning stage and one meeting prior to the camp.

13. Amount of contact required to review progress of the camp. Six persons favored contact once a day for review of progress. Three persons favored contact as needed and two suggested contact twice a day.

14. Suggested methods of evaluating the effects of the French Immersion Camp on students. Six persons favored extensive informal oral testing. Three respondents suggested pre-post assessment of student progress. Measuring the attitudes of participants (n = 3) was also recommended.

15. Suggested methods of evaluating the quality of activities included at camp. Half the respondents suggested student feedback as to the benefit of camp activities to their learning of French. Two respondents suggested participant feedback and use of questionnaires to assess activities in terms of aims of the camp. Two respondents made no comment at all and one felt quality was too difficult to assess.

PROGRAM ORGANIZATION

16. Inquiry as to the detailing and specification of camp aims in relation to camp activities. Half of the respondents did not want the aims more finely specified. Four persons

wanted the aims more finely detailed and specified and one respondent made no comment. Two respondents suggested that finer detailing of aims to the activities engaged in might lead to endless scrutiny and continuous analysis which, if this were the result, would be objectionable.

17. Nature of camp organization and planning. Table 23 ranks the frequency of responses to four items on their importance for camp planning and organization. The number of respondents was 10.

The findings from the ranked frequencies of response indicated that two items, 17b) and 17d) were thought to be important for the planning and organization of the camp. The other two items, 17c) and 17a), were thought to be somewhat important.

18. Assessment of strategies for a French Immersion Camp. Ranked frequencies of responses of ten persons to nine items are summarized in Table 24.

An average (mean) rating for the group responses as a whole was used by multiplying the frequency of responses by a constant numeral for each response category, summed and divided by the number of respondents. The group average mean rating was examined along a continuum of the five response categories.

The distance of group mean ratings from the category's maximum possible mean rating reflects the influence of response differences within the group for measuring a questionnaire item. This reasoning was applied to Tables 22, 23 and 24 of this Appendix for questionnaire items 10, 17 and 18.

The findings from the monitors' and teachers' responses to the nine organizational strategies for planning immersion camps were:

1) The strongest agreement by the monitors and teachers was for four of the nine strategies. These were:

   e) to make maximum use of small group activities (ranked 1st);

   f&g) to have students involved in the selection of activities and to make adequate use of audiovisual aids (tied ranks of 2.5);

   a) to have a clear idea of each person's role prior to the daily activity (ranked 4th).

2) The groups tended towards neutrality with respect to:

   i) assigning students to one monitor for the duration of the camp (ranked 5th);

Table 23

Monitors' and Teachers' Responses to Four Items on Planning and Organizing the Camp

ITEM 17	Frequency of Response (N = 10)					Average* (Mean) Rating	Rank
	Very Important	Important	Somewhat Important	Unimportant	Very Unimportant		
Weighting of Responses	5	4	3	2	1		
17 a) Central theme for camp & activities	1	3	5	1	0	3.4	4
b) Provision for relaxation for all participants	5	4	1	0	0	4.4	1
c) One week as adequate length	1	3	6	0	0	3.5	3
d) Identification of cultural aspects for transmission	4	3	1	1	1	3.8	2

* Maximum Average (Mean) Rating for each category: Very Important, 5.0; Important, 4.0; Somewhat Important, 3.0; Unimportant, 2.0; Very Unimportant, 1.0.

Continuum:

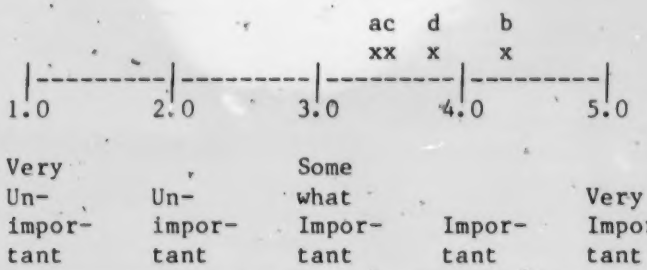


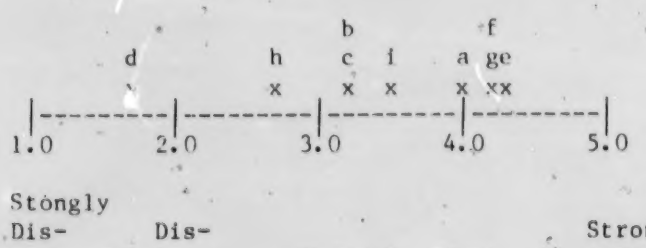
Table 24

Monitors' and Teachers' Responses to Nine Items on Strategies for the French Immersion Camp

ITEM 18	Frequency of Response (N = 10)					Average* (Mean) Rating	Rank
	Strongly Agree	Agree	Neutral	Dis-agree	Strongly Disagree		
Weighting of Responses	5	4	3	2	1		
18 a) Role clarification prior to daily activity	5	3	0	1	1	4.0	4
b) Advance vocabulary to students	2	3	2	3	0	3.4	6.5
c) Advance grammatical structures	1	5	2	1	1	3.4	6.5
d) Permissibility of using English when difficulties are encountered	0	1	1	2	6	1.7	9
e) Maximum use of small groups	7	1	1	1	0	4.4	1
f) Student selection of activities	4	5	1	0	0	4.3	2.5
g) Adequate use of audiovisual aids	5	4	0	1	0	4.3	2.5
h) Use of films & discussion for cultural understanding	0	2	5	2	1	2.8	8
i) Permanent monitor/student assignment for duration of camp	1	6	1	2	0	3.6	5

* Maximum Average (Mean) Rating per response category: Strongly Agree, 5.0; Agree, 4.0; Neutral, 3.0; Disagree, 2.0; Strongly Disagree, 1.0.

Continuum:



b&c) instructing students in vocabulary and grammatical structures prior to the camp (tied ranks of 6.5).

3) The group disagreed with the idea that:

h) the best way for students to understand French culture is to let them view films and then discuss them (ranked 8th);

d) students should be free to use English when they encounter difficulty in communicating in French (ranked 9th).

SIMULATING FRENCH CULTURE

19. Methods of establishing a French setting. Half of the respondents recommended creation of a French immersion setting through the creative and performing arts. They listed many forms of music, drama, dance, debate, games, paintings, films. A fifth of the respondents commented on the creation of a French atmosphere at the camp through: a requirement to speak French in all activities, simulation of rural and urban Quebec senarios, i.e., festivals, sugaring, etc., normal French living situations.

OTHER SUGGESTIONS

20. Suggestions to assist in planning. Four respondents made no comment. Seven suggestions were made.

a) Detailed and extensive pre-planning within existing constraints (money, facility, time) be made prior to the camp and that a camp handbook be given to all participants, particularly students.

b) Ensure that a camp leader be dedicated and productive.

c) Provide for a French language experience; perhaps a lodge setting rather than a camp would be most effective.

d) A week is barely long enough.

e) Organize seminars for confronting and sharing personal perceptions based on actual French Reality in Canada.

A P P E N D I X G

STAKE'S EVALUATION MODEL

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STAKE'S EVALUATION MODEL*

In the evaluation report, it can be helpful to distinguish between antecedent, transaction and outcome data.

An antecedent is any condition existing prior to teaching and learning which may relate to outcomes.

Transactions are the countless encounters of student with teacher, student with student, author with reader, parent with counsellor--the succession of engagements which comprise the process of education...Transactions are dynamic whereas antecedents and outcomes are relatively static.

Outcomes--abilities, achievements, attitudes and aspirations of students resulting from an educational experience--have traditionally received the most attention in formal evaluation (1967:528).

Antecedents, transactions, and outcomes, the elements of evaluation statements, are shown in Figure 7 to have a place in both description and judgment. Judgmental statements are classified either as general standards of quality or as judgments specific to the given program. Descriptive data are classified as intents and observations. The evaluator can organize his data-gathering to conform to the format shown in Figure 7 (1967:528).

The evaluator can prepare a record of what educators intend, of what observers perceive, of what patrons generally expect, and of what judges value the immediate program to be. The record may treat antecedents, transactions, and outcomes separately within the four classes identified as Intents, Observations, Standards, and Judgments, as in Figure 7. The following is an illustration of 12 data, one of which could be recorded in each of the 12 cells, starting with an intended antecedent, and moving down each column until an outcome judgment has been indicated.

Knowing that (1) Chapter 11 has been assigned and that he intends (2) to lecture on the topic Wednesday, a professor indicates (3) what the students should be able to do by Friday partly by writing a quiz on the topic. He observes that (4) some students were absent on Wednesday, that (5) he did not quite complete the lecture because of a lengthy discussion and that (6) on the quiz only about 2/3 of the class seemed to understand a certain major concept. In general, he expects (7) some absences but that the work will be made up by quiz-time; he

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* All information reported in this appendix is derived directly from: ROBERT E. STAKE. THE COUNTENANCE OF EDUCATIONAL EVALUATION. Teachers College Record, 1967, 68, 523-40.

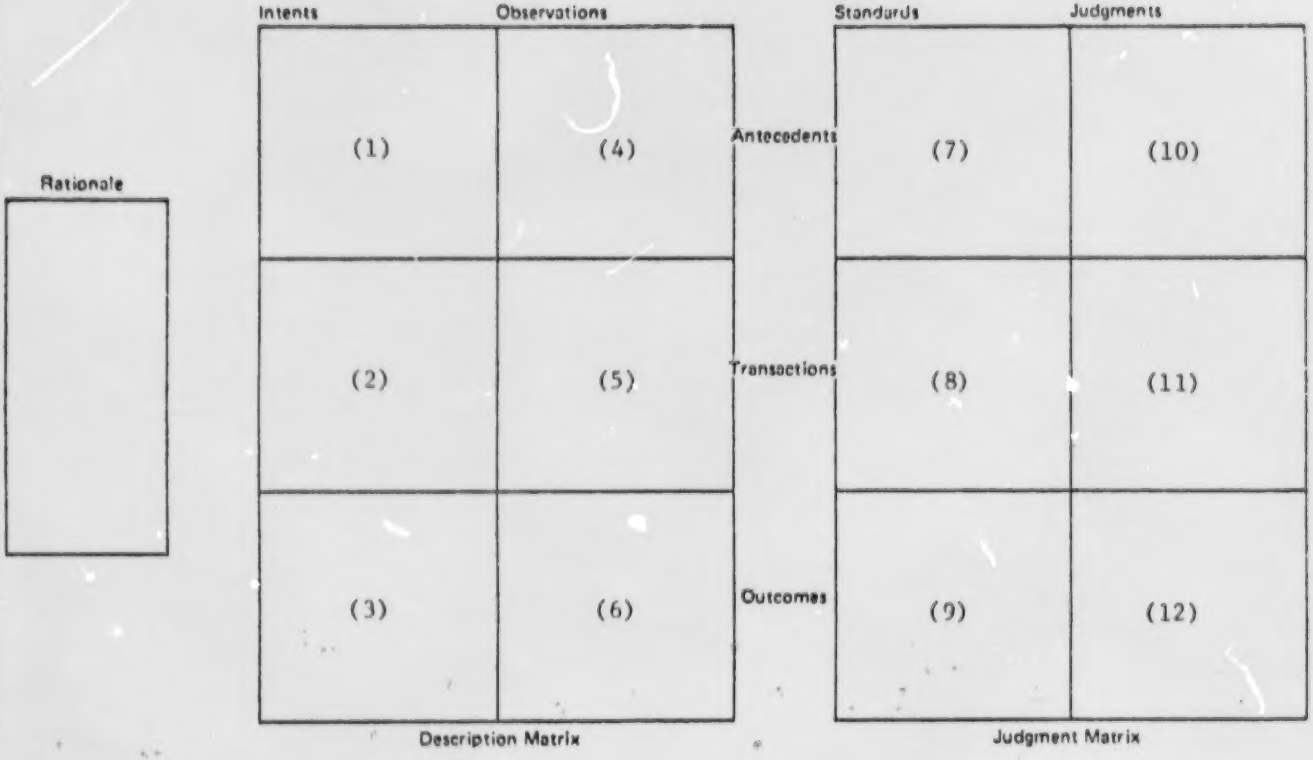

Figure 7

A Layout of Statements and Data to be Collected by the Evaluator of an Educational Program (1967:529)

expects (3) his lectures to be clear enough for perhaps 90 per cent of a class to follow him without difficulty; and he knows that (9) his colleagues expect only about one student in ten to understand thoroughly each major concept in such lessons as these. By his own judgment (10) the reading assignment was not a sufficient background for his lecture; the students commented that (11) the lecture was provocative; and the graduate assistant who read the quiz papers said that (12) a discouragingly large number of students seemed to confuse one major concept for another.

Evaluators and educators do not expect data to be recorded in such detail...the purpose here is to give twelve examples of data that could be handled by separate cells in the matrices (1967:530).

For any one educational program there are two principal ways of processing descriptive evaluation data: finding the contingencies among antecedents, transactions, and outcomes and finding the congruence between Intents and Observations. The processing of judgments follows a different model. The first two main columns of the data matrix in Figure 7 contain the descriptive data. The format for processing these data is represented in Figure 8 (1967:532).

The data for a curriculum are congruent if what was intended actually happens. To be fully congruent the intended antecedents, transactions, and outcomes would have to come to pass...Congruence does not indicate that outcomes are reliable or valid, but that what was intended did occur (1967:532-534).

The relationships or contingencies among the variables deserve additional attention. In the sense that evaluation is the search for relationships that permit the improvement of education, the evaluator's task is one of identifying outcomes that are contingent upon particular antecedent conditions and instructional transactions (1967:534).

Whenever Intents are evaluated the contingency criterion is one of logic...Evaluation of Observation contingencies depends on empirical evidence...The contingencies and congruences identified by evaluators are subject to judgment by experts and participants just as more unitary data are (1967:534).

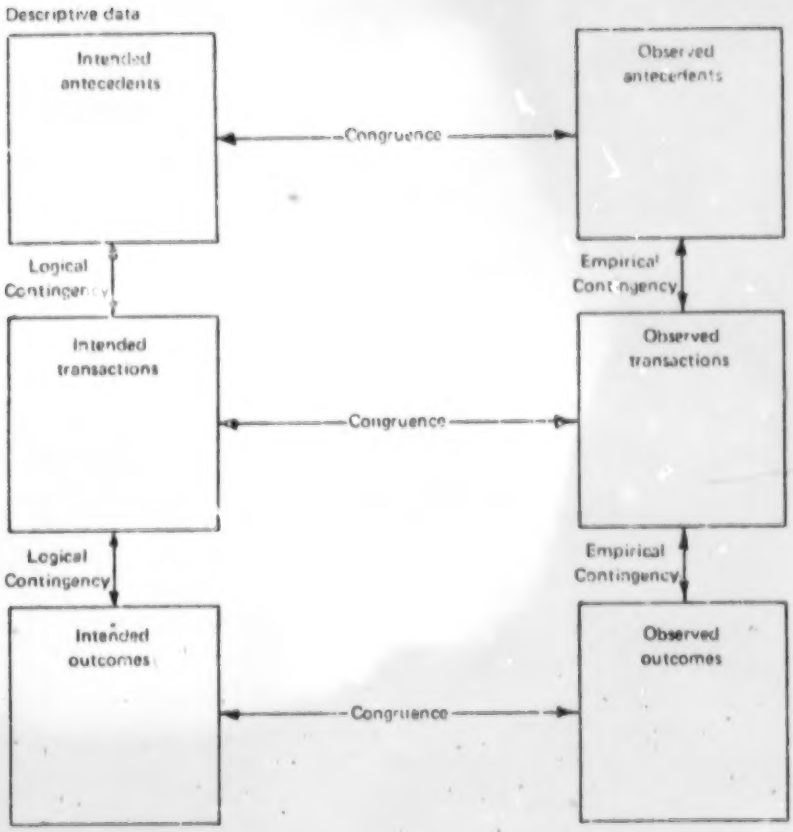

Figure 8

A Representation of the Processing
Of Descriptive Data (1967:533)